



MOREC

MALAYSIAN OUTDOOR
RECREATION CONFERENCE 2018



Proceedings of
**The 4th Malaysian International Outdoor
Recreation and Education Conference 2018**

"From Many to One: Sustaining Our Spirit of Recreation"



كثيرت لوتنوتيتي كنديديقن سلطان ادرين
PENERBIT UNIVERSITI PENDIDIKAN SULTAN IDRIS

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Message from Chairman of Organizing Committee

I am deeply honoured to welcome all participants and guests to the 4th Malaysian Outdoor Recreation and Education Conference 2018. Special thanks to keynote speaker, plenary speakers, both oral presenters and workshop contributors who provide supports that enable the conference to be held here in UPSI, Perak. Holding scientific congress outside Klang Valley is a challenge by itself. Not only the distances but also the time spent outside the practice is a big scarify to practicing outdoor recreation and education field. Nonetheless, I hope the place selected for the conference will allow all outdoor recreation practitioners to reflect their role in ensuring the development of outdoor recreation and education in Malaysia

This year conference is organized with collaboration of the Ministry of Youth and Sports and the Universiti Pendidikan Sultan Idris. I recognized the efforts of both parties and thank all of them especially the staffs of both parties. I also wish to appreciate contribution made by the presenters, participant and industry player in making sure that the industry will always relevant to the communities. I wish this year congress will provide an initial stocktaking and move forward to a future collaboration and networking among recreationist in Nusantara region.

Sincerely,

DR MAZUKI MOHD YASIM

Chairman

Malaysian Outdoor Recreation and Education Conference 2018

Organizing Committee

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List of Keynote speaker

Dr. James Neill

Mr. Zoran Milova

List of Plenary speaker

Assoc. Prof. Dr. Azlizam bin Aziz

Assoc. Prof. Dr. Norlena Salamuddin

Dr. Mazuki bin Mohd Yasim

Dr. Jaffry bin Zakaria

En. Mohamad Khairi Mohamad@Alwi

En. Nor Rijam Ibrahim

En. Hisyam Che Mat

Conference Itinerary

| 11/05/2018 FRIDAY | | |
|----------------------------|--|------------------------------------|
| Time | Detail | Location |
| 2.30 pm | Registration | UPSI Advneture Park, KSAS |
| 3.00 pm | Opening Speech • Keynote Speaker Speech • Keynote 1- Assoc. Prof. Dr. Md Amin Md Taff (UPSI) | |
| 4.00 pm | Tea Break | |
| 4.15 pm | • Keynote 2- Assistant Prof. Dr James Thomas Neill (University of Canberra) • Keynote 3- Mr. Zoran Milova (International Orienteering Federation) | |
| 12/05/2018 SATURDAY | | |
| 8.30 am | Concurrent Plenary Speech Plenary Speech 1- Assoc Prof. Dr. Norlena Salamudin (UKM) Plenary Speech 2- Dr. Mazuki Mohd Yasim (UPSI) Plenary Speech 3- Assoc. Prof. Dr. Azlizam Aziz (UPM) Plenary Speech 4- En. Mohamad Khairi Mohamad@Alwi (UUM) | UPSI Advneture Park, KSAS |
| 9.30 am | Tea Break | |
| 10.00 am | Concurrent Session / Workshop 1 (refer schedule) | |
| 12.30 am | Lunch | |
| 2.30 pm | Concurrent Session / Workshop 2 (refer schedule) | |
| 4.30 pm | Tea Break | |
| 5.00 pm | Visit to UAP Waterfall | Panggung Percubaa, KSAS UPSI |
| 7.45 pm | MOREC Dinner (Panggung Percubaa UPSI) | |
| 13/05/2018 SUNDAY | | |
| 8.30 am | Concurrent Session / Workshop 3 (refer schedule) | UPSI Advneture Park, KSAS |
| 10.00 am | Tea Break | |
| 10.30 am | Concurrent Plenary Speech | |
| | Plenary Speech 5- Dr. Jaffry Zakaria (UPSI) | |
| | Plenary Speech 6- En. Nor Rijam Ibrahim (KBS) | |
| | Plenary Speech 7- En. Hiyam Che Mat (UiTM) | |
| 12.00 pm | Closing and Lunch | |

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MOREC 2018 Schedule of Academic Paper Presentation /Workshop Session

| 12th May 2018 Saturday SESSION 1 | | | |
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| 10-12.30 | Academic Paper Presentation Location A Chairman: Assistant Prof. Dr. James Neill | Workshop Presentation Location B Chairman: Prof. Endang Komara | Workshop Presentation Location C Chairman: En. Hisyam Che Mat |
| | Theme: Outdoor Education | | |
| 10.00 | The Effect of Outdoor Education on Students' Responsibility and Self-Confidence Vicki Ahmad Karisman, Dedi Supriadi | "Game People Play" Abdul Shukor Haji Ramli | "Malaysia Tree Climbing Association (MTCA)" Zainul Fikri |
| 10.15 | Student Situational Interest After Following Outdoor Education Ahmad Saborna Gita Febria Friska | | |
| 10.30 | The Relationship between Motivation, Sensation Seeking and Degree of Participation towards Campsite Preferences among Malaysia Anis Suhana Binti Mohamed Nasir | | |
| 10.45 | The Benefits of Outdoor Education Management for Young Adults – Case Study Tan Chee Hian | | |
| 11.00 | Measuring Self Esteem after Six Times Intervention of Outdoor Education Gita Febria Friskawati Ahmad Saborna | "How to Choose the Best Kayak" Malaysia Board of Canoe Education | "Introduction of Gunung Hub" Muhammad Syafiq Bin Sulaiman |
| 11.15am | Analyzing Outdoor Education Program on Athletes Mental Toughness Mohd Shariman Shafie | | |

SESSION 2

| | | | |
|--------|--|--|---|
| 2.30pm | Academic Paper Presentation 2 Location A Chairman: Dr. Nor Khalid Salimin Theme: Sport and Education | Workshop Presentation Location B Chairman: Dr. Ahmad Saborna | Workshop Presentation Location C Chairman: Dr. Mohd Zairi Hussin |
| 3.00 | Training of Sundanese Leadership Values Through Outbound (Case Study On Study Programs Physical Education Health And Recreation STKIP Pasundan) Jajang Hendar Hendrawan | "Short Boards" Nurkhairi Abdul Hadi | "Effectiveness of Mechanical Advantages for Adventure Park Rescue Operation" Saifful Pathil Wan Muhammad Wan Daud Khairul Anuar Jamaludin Mohd Syafri Daud Mohd Zainal Mohammed Arshed Muhammad Omri Faez Shamsudin |
| 3.15 | The Influences Of Traditional Games On Students 'Agility Henry Asmara Khaerul Syobar | | |
| 3.30pm | The Impact of Recreational Sport on Physical Fitness of Bandung Explorer Community Dedi Supriadi Vicki Ahmad Karisman | | |
| 3.45pm | Minat Dan Sikap Guru Pelatih Terhadap Alam Sekitar Melalui Aktiviti Kembara Program Bina Insan Guru IPGM | | |
| 4.00pm | Penerimaan Sokongan Sosial dan Status Kesihatan Mental Berdasarkan Jantina dalam Kalangan Atlet Pelajar Di Sekolah Sukan Malaysia Nor Juhaida Binti Basri | | |
| 4.15pm | The Effectiveness of Online Advertisement on Purchasing the Sports Product Among UiTM Student Azlina Zida Afham Hamizan Abu Bakara Jamatul Shahidah Shaaria Jamiaton Kusrina | | |
| 4.30pm | Traditional Game Sports and the Conservation of Local Culture Endang Komara | | |

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| 13th May 2018 Sunday SESSION 3 | | | |
| 8.30 | Academic Paper Presentation Location A Theme: Ecotourism, Leisure and Recreation Chairman: | Workshop Presentation Location B Chairman: En. Hassan (PJRM) | Workshop Presentation Location C Chairman: En. Abdul Shukor Hj. Ramli |
| 8.30 | A Diversity of National Park Category: Public Space for Ecotourism Attraction and Multiple Outdoor Recreational Experience at Johor National Park, Malaysia Mohd Adli Mohd Sidi | Debriefing Kit: A Way to Maximize the Learning in Outdoor Education Badan Fasilitator Pendidikan Luar UPSI | Double Rope Technique(DDRT) And Single Rope Technique(SRT) In Tree Climbing Muhammad Hariz Bin Ibrahim |
| 8.45 | The Relationship Between Job Satisfaction and Social Skill Ellail Ain Mohd Aznan Ahmad Fikri Hj Mohd Kassim Nuraimi Othman Mohd Khairulanwar Md Yusof Nurul Hidayah Amir | | |
| 9.00am | Gender Differences In Affecting The Desire To Participate In Outdoor Activity Ellail Ain Mohd Aznan Muhammad Ihsan Mohammad Rosdi Kamal Ahmad Fikri Hj Mohd Kassim Harris Kamal Kamaruddin Mohd Syafiq Miswan | | |
| 9.15 | The Opportunity of Outdoor Recreation to Enhance Indonesian Foreign Exchange Rony Mohamad Rizal Diky Komarudin | | |
| 9.30 | The readiness of the 'Guider' against the risks of conducting the Trans climbing of the two highest mountains in Peninsular Malaysia Muhammad Syakir Bin Sulaiman | | |
| 9.45 | "I Believe More Could Be Done": Sport Safety Culture of Outdoor and Recreational Physical Activity among University Students in Malaysia Cassandra Gilbert | Into the Karst World" Malaysia Speleological Association | "Personality and Outdoor Leadership Competency" William Teo |

Oral Presentations

A Diversity of National Park Category: Public Space for Ecotourism Attraction and Multiple Outdoor Recreational Experiences at Johor National Park, Malaysia

M.Adli Mohd Sidi
Universiti Malaya

Abstract

Johor National Park (JNP) are located at the Southern of Malaysia and consisted by the different categories and uniqueness of natural resources. There are three categories of the natural resources in this national park; tropical rainforest category, coastal mangroves category and marine park category. The richness and the wilderness of the biodiversity was became attraction for local and international tourists to visit this national park. Recreation tourism in nature was rapidly growing up for international and local tourists to enjoy the nature beauty and having the outdoor recreational experience in the wilderness areas of national park. Semi-structured interviews were conducted among JNP Managers (3). The different categories of the natural resources in the national park were providing the alternatives for different categories of tourists from the hard adventure recreation categories of users to the leisure recreation categories of users. Meanings, the different categories of the natural resources are able to attract different categories the peoples to visit the national parks, depends on their interest and able to fulfill their multiple outdoor recreation needs and have the multiple outdoor recreational experience in the national parks. The high numbers of visitors was visiting this national park as an evidence to show that the visitors are interested with the different categories of the natural resources that offering different categories of recreational experiences.

Keywords: National Park, Outdoor Recreation, Ecotourism

INTRODUCTION

Outdoor recreation has gained social importance in today's community with many people engaging in the variety of outdoor leisure experiences all around the world with all the natural resources. While people are having the outdoor recreation activities, they are becoming more appreciative of the environmental value surrounding them. Outdoor recreation today becomes the platform for people to know the meaning, and the values of the environment while spending their time in the nature. People who are involved in outdoor recreation to fill their time can fill it with contentment of the beauty of nature while interacting with nature (Korpela & Kinnunen, 2011). There are four main values discovered for leisure participation which includes escapism, enhancing relationship, personal mastery and winning (Dillard & Bates, 2011).

National parks are the world destination place for tourism and recreation (Poduška, Ranković, & Keča, 2014). National parks are gazetted by the Government as protected areas to be preserved and conserved on the richness of the biodiversity in order to sustain the ecosystem and nature complexity. At the same time, the national park establishment also aims for public utilization and recreation in the protected areas, which is to enjoy and gain experiences in the wilderness settings of national park. The richness of the natural resources becomes an attraction for public to enjoy the nature by getting involving themselves in variety of outdoors recreational activities in the national parks as stipulated in the Johor National Park Enactment 1989, Section II(4):

“The objective of the establishment of National Park is the preservation and protection of wildlife, plant life, and object of geological, archeological, historical and ethnological and other scientific and scenic interest and through their conservation and utilization to promote the education, health, aesthetic values and recreation of the people”. This recreation industry is producing an experience, while the national park and the wilderness area as places of such experience may be found (Zegre, Needham, Kruger, & Rosenberger, 2012). This is shown that the variety of outdoor recreation experiences may be found in the wilderness settings of national park and the varieties included extreme recreational activities, medium and also the leisure recreation activities. In some cases, citizens who participates in

these activities are to fulfill their adventure tourism needs by participating in the nature ecosystem. Furthermore, citizens who are participating in adventure tourism are identified as one of the fastest growing industry (Giddy & Webb, 2016).

STUDY BACKGROUND

Natural heritage and the biodiversity are the main attractions for ecotourism sector in national park (Elena, 2013). National Parks are protected areas for the conservation and reserved area of evergreen rainforest, coastal and any natural resources complexity that consisted by the high value of natural resources. The wilderness and the originality of the environmental in the protected areas, protected wildlife and insects, protected plants and herbs and a lot of most expensive nature values that contributed to the green ecosystem in the national parks. In relation of this study, these areas include Johor National Park (JNP) of Gunung Ledang, JNP of Tanjung Piai and JNP of Marine Park Sultan Iskandar.

These three study sites selected were due to the different categories of the natural resources in these national park including the tropical rainforest, marine park and coastal mangroves which are managed under the Johor National Park Corporation (JNPC). These national park categories are providing diversity of extreme adventure activities, moderate and leisure recreation activities as main outdoor recreational activities in the national parks. In consequence, national parks are the most favorite public spaces for citizens to enjoy the valuable natural resources and also to gain outdoor recreational satisfaction in the natural settings. The quality of the ecotourism sites also become the significant correlation with recreational experience (Fadamiro & Adedeji, 2014).

This study is conducted in order to know the diversity of outdoor recreational activities provided in the different categories of national parks. It is consisted by the different natural resources. This is important for outdoor recreational managers, who are managing the categories of protected areas in offering the best outdoor recreational services in order to provide maximum outdoor recreational experiences to the visitors in national park consisting of tropical rainforest, marine park and coastal mangroves categories.

Outdoor Recreational Activities

The tourist are fascinated with the elements of marine fauna, aesthetics, ecological phenomenon, geographical landscape and perspective moments while participating in nature-based tourism (Pearce, Strickland-Munro, & Moore, 2017). It is shown that the natural resources are significant in offering ecotourism values and also in offering outdoor recreational experiences towards the citizens who love participating in outdoor natural settings or wilderness areas. The richness of the biodiversity is encouraging people to try and to feel the values of the natural resources. This also includes the diversity of national park categories. The experience with nature will develop experiential benefits for positive attitudes and recreational experiences (Kil, 2016).

Nature-based sports also influence one person to do adventurous sports associated with pro environmental attitudes (Marques, Reis, Salgueiro, & Menezes, 2017). Citizens who also participate in outdoor recreational activities will be attached in nature and appreciate the nature values. Ecotourism site also perceived as a potential place for ecotourism satisfaction (Oviedo-García, Castellanos-Verdugo, Vega-Vázquez, & Orgaz-Agüera, 2017). The recreation satisfaction is the main purpose from their participation in these activities, not only for the recreational experience satisfaction but for their soul enrichment too by the involvement in nature settings in the national parks or any wilderness areas that offers the adventure recreation activities. Through the nature program participation, citizens gained a deeper understanding towards the natural resources by human survival, local history and the challenges and fun from the outdoor recreational activities (Tardona, Bozeman, & Pierson, 2014).

The outdoor adventurous activities are hiking, white water rafting, camping, boating, fishing and many more exciting and extreme outdoor activities (Avram & Zarrilli, 2011). There are so many outdoor recreational activities that can be conducted in the wilderness settings of national parks in order to fulfill the recreational needs of the citizens. The different categories of the natural resources category in the national parks are offering the diversities of outdoor recreational experiences due to multiple categories of outdoor recreational activities may be found in these

category differences. Various dichotomies has been proposed for indoor and outdoor recreation, active and passive recreation, intensive and extensive recreation, individual recreation and group recreation(Landrum, 2013).

METHODOLOGY

The study was conducted at the Johor National Park (JNP), Malaysia in October 2017. The preliminary visit to the Head quarter office of Johor National Park Corporation has been done to interview the Marketing Manager and Research & Education Manager of JNP. The purpose is to verify the information before getting into the further semi-structured interview with the all the National Park Managers. The purpose of the preliminary visit was to determine the outdoor recreational activities offered for the visitors at all JNP. Afterwards, the interview session with the National Park Manager for JNP of GunungLedang (1) , National Park Manager for JNP of Sultan Iskandar Marine Park (1) and National Park Manager for JNP of Tanjung Piai (1) have been conducted in semi structured interview in separate sessions. The interviews were conducted in Malay Language, and consequently translated into English. The interview sessions were also recorded for the purpose of re-examination. Then, the outputs from all the conversations in the interviews were transcribed words by words. It was then transferred into the Nvivo Software 11 version for the processing and analysis of the results. However, the limitation of the findings was focused and highlighted only on the outdoor recreational activities for the visitors in all national parks selected.

FINDINGS AND DISCUSSION:

The main concerned during the interviews were to identify the potential outdoor recreation activities offered at each category of the national parks. Basically, there are many categories of outdoor recreational activities that can be conducted in order to fulfill all categories in the national parks. It is well known that national parks are popular places for great outdoor recreational experiences in the wilderness settings.

Based on the transcribed data recorded for the tropical rainforest national park, mountain hiking is the main outdoor recreation activity at JNP of Gunung Ledang. Below are the comments:

“The main attraction for outdoor recreational activity for visitors here is the mountain hiking to the summit of Gunung Ledang. Other than that, there are camping and picnic activities. However, mountain hiking is the main activity that we fully monitored” (Interviewee 3)

This is shown that the JNP of Gunung Ledang management team is fully responsible for the mountain hiking activities conducted there and this is the main activity conducted in this tropical rainforest. It is because the visitors are not allowed to have their mountain hiking activities without the permission and approval from the management of JNP. The certified instructors also were not allowed to bring their hiking group if the hiking permit is not granted from the management of JNP at Gunung Ledang. Once approval is granted, mountain hiking group will perform their mountain hiking activity to the top hill of the Gunung Ledang. It is clear that the mountain hiking activity is the main outdoor recreational activity offered at this tropical rainforest of national park. Mountain hiking is recommended activity by the health professionals as a potential and good physical activity (Niedermeier, Einwanger, Hartl, & Kopp, 2017).

During mountain hiking, the hikers will gain a restorative qualities by the ambience, fascination and compatibility, and also the satisfactions (Wöran & Arnberger, 2012). Even though the trail is challenging to reach the summit, but it is an adventurous satisfaction for the hikers who love to have extreme outdoor recreational activities in the tropical rainforest national park. The visitors are enjoying the scenic nature views from the top hill of the Gunung Ledang and also enjoying the diversity of the biodiversity attraction in the forest all the way to the summit such as the waterfalls, caves, timbers and many more forest attraction. For other activities like picnicking and camping, the JNPC has appointed a consultant who is responsible in managing the other outdoor recreational activities. However, mountain hiking is the main outdoor recreational attraction offered in this tropical rainforest national park. A large population goes hiking through the forest, mountains and cultural landscapes (Svarstad, 2010).

According to interview session with the Marine Park Manager at the study site, the marine park areas are shared and managed by the JNP team and the landlords of the clustered island in the marine park. Other than snorkeling and scuba diving, the outdoor recreational activities are managed by the landlord of the island. For the marine park category, scuba diving and snorkeling are the main outdoor recreation activities offered at the study site. It was expressed by the comments:

“There are many activities for the visitors of marine park. But, the visitors’ activities at all the six resorts here were not under JNP’s responsibility. Their activities at the resorts, are under the resort’s supervision, not us. We are only monitoring the scuba diving and also the snorkeling activities. Commonly, the visitors are coming here for the scuba diving activity, to see the marine ecosystem directly” (Interviewee 7)

The main responsibility for the JNPC team at SIMP is to monitor the marine ecosystem and at the same time to provide the recreational services like offering the scuba diving session and the snorkeling activities to the visitors. Any scuba diving activities in this marine park need to have the endorsement and approval from the JNPC team, even for the private entrance, because JNPC main concern is more to conservation of the marine park and at the same time providing the recreational services. However, other outdoor recreational activities were not under the supervision of JNPC, it was under the responsibility of each resort that provides the services. It is mentioned that there are six resorts located under the JNP of SIMP.

The diversity of fish species are the main attraction for the scuba divers (Chen, Ho, & Jan, 2016). The richness of the marine resources are the main attraction to this marine park. The diversity and the uniqueness of the marine species of fish and corals were encouraged by the scuba diving activities development in this marine park. Visitors came to this marine park to see the marine resources directly either for scuba diving or snorkeling activities. Beyond the under water scenery gave a satisfaction value to the scuba divers who loved to play and spend time with the marine species in the marine park. Scuba diving gave satisfactions to the scuba divers due the complexity of scuba diving experiences (MacCarthy, O’Neill, & Williams, 2006).

For coastal mangroves national park, the visitors came to national park to enjoy the natural ecosystem of the mangroves in the national park. They did not conduct any extreme or hardcore outdoor activities due to the main attraction of this national park category. The purpose is more to fulfill the visitors’ leisure needs. Below are the comments;

“There are no adventurous activities in Tanjung Piai. This is the best place to enjoy the nature and appreciate the value of green ecosystem and also the nice view of the open sea that linked Malaysia, Indonesia and Singapore. This nature attraction became our main attraction for the fulfillment of leisure needs of the people. Moreover, the location of The Southernmost Tip of Mainland Asia is also a geographical attraction to Tanjung Piai” (Interviewee 5)

Some visitors prefer to enjoy the nature for their leisure experiences in recreation (Moscardo, 2004). For those who do not interested in participating in extreme and challenges recreational activities, they are still participating in recreation activities to fulfill their recreation needs. Even the leisure is less of recreational challenges, but it is also important part in recreation categories in providing recreational experiences to all categories of the visitors. The coastal area also has developed interest for the social scientists, as they mentioned why the coastal areas in the park becomes the magnet for recreation and leisure use (Connell, 2011).

This is the difference in this national park whereby the visitors who are visiting this national park is by having their leisure recreation activities and to enjoy the beauty of the natural resources attraction in the national parks. At the same time, the location of the national park that is facing the open seas are linked with Malaysia, Singapore and Indonesia. The countries are the main attractions and the uniqueness of this national park for visitors to enjoy the nice panorama of the open seas. Furthermore, the point of ‘The Southern Most Tip of Mainland Asia’ is really significant in attracting the visitors to come to this geographical attraction. There was no hardcore or extreme outdoor recreation activities conducted here. The visitors who came to spend leisure time with nature by nature walking, sightseeing and picnicking with family and friends. The seaside and its beaches provides the relaxing value in passive and leisure activities that helps to relax and enjoy the space provided (Maguire, Miller, EWeston, & Young, 2011).

Outdoor recreation programs and to feel connected with the nature is related with greater life satisfaction (Frauman & Shaffer, 2017). The nature and adventure experiences that are provided are escapism and satisfaction for tourists in ecotourism industry (Triantafillidou & Petala, 2016). These multiple of outdoor recreational activities in the national parks are as due to the diversities of outdoors' natural resources in the national parks. The differences in the national park categories seems as the main factor of the diversity of outdoor recreational activities offered at each particular category of national park. National park manager should seek to understand visitors preferred activities and to make them satisfied and to have a better visitor's services and retain the values in the national park in order to attract the visitors (Taff et al., 2013).

CONCLUSION

National park is a significant and popular place to have outdoor recreational activities and ecotourism destination for those who love to have outdoors activities that is close to nature (Simoni, 2013). Multiple categories of national parks are also provides the diversities of outdoor recreational satisfaction by offering the diversities of outdoor recreational experiences. As the conclusion, the different categories of natural resources in JNP are offering the different categories of outdoor recreational activities and able to attract different categories of visitors to visit the national parks depends on their interest to fulfill their recreation needs.

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The Benefits of Outdoor Education Management for Young Adults – Case Study

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ABSTRACT

The benefits of outdoor education management for young adults inclusively on their fitness, learning and academic achievement whom aged 20 to 24 years old. 54 males and 46 female young involved voluntarily. Varied outdoor activities liked - Kayaking; Abseiling; Trekking and Navigating or Compasses; Survival skills and Recreational Managing Skills were performed as overall outdoor skills learned. All young adults had undergone hands - on practices and managing for the 12 weeks duration. The result descriptively showed young adults had increased their fitness level after the course. The hypothetical as Ho1, Ho2 were failed to reject with results of gender for body composition - Chest: ($t(100) = 1.76$; Abdomen: $t(100) = .10$; Thigh (m): $t(54) = .15$; and Thigh (fm): $t(46) = 1.88$, $p > .05$) respectively accepted iliac crest and tricep of females were sufficient (Female iliac crest with $t(46) = 2.24$; Tricep $t(46) = 4.32$; $<.05$). Where else, rejected Ho3 by paired sample t - Test with significant differences in mean score before and after the course (Body weight: $t(100) = 6.72$; 2.4KM results showed male with statistically $t(54) = 25.30$, Female: $t(46) = 26.75$; $p < .05$) respectively. Thus, the results showed descriptively all young adults were highly benefited with the method used by instructors in conducting their class with mean score above 4 out of 5 Likert scale on every single techniques outdoor skill and as a whole the overall benefits above level of 4 which mean statistically explored: Orienteering ($M = 4.52$); Abseiling ($M = 4.45$); Camp craft ($M = 4.36$); Survival ($M = 4.33$); and Trekking with 4.31 mean score respectively. Perhaps, outcome based of outdoor education lesson used by the instructor also obtained highly mean score of 4.25 which concluded all young adults showed high beneficial and satisfied. However, the hypothesis of Ho4, Ho5 were rejected because sample t - Test showed there was significant differences mean score between Survival skill; Trekking; Abseiling; Camp craft and Orienteering with reading of: $t(100) = 40.676$; $t(100) = 44.433$; $t(100) = 44.179$; $t(100) = 30.217$; and $t(100) = 26.703$; $p < .05$ as highly correlated between the benefits of outdoor education management within gender $t(100) = .343$; $p < .05$. In addition, the study had justified those outdoor education management was relevance and appropriate in order to increase the level of young adults' fitness. At the same time, multiple linear regression conducted (Ho6) that predicted factors that influenced the most to one' physical fitness were gender, weight, chronological age and height of young adults. As conclusion the benefits of outdoor education management was not only on fitness but also implied to the young adults' academic achievement with statistical results (Ho7): total of 27 obtained A- (27%); B+ was 47 young adults which mean 46 percent overall; grade B (22%); only four young adults with the lowest grade B- (4%), this was fulfillment of the outcome based education concerned. Therefore, it is highly recommended for implementation of outdoor education management course nationwide.

Keywords: Outdoor Education Management, Satisfaction, Benefits Young Adults, Academic Achievement & Outcome Based Education.

INTRODUCTION

In modern society, work or study traditionally has been associated with more than material accomplishment; it has been a source of personal satisfaction and benefits as well as social and moral recognition. Modern values do not minimize the important of work but allow for a greater appreciation of recreation activities. People today generally recognize that wholesome outdoor recreation management which contributes to one well-rounded personality and fitter life. As an early definition of outdoor recreation is the recreation that occurs in the outdoor, since 1962 the Outdoor Recreation Resources Review Commission (ORRRC, 1962) reported that there were interrelated elements or activities within leisure and recreation especially involvement of various resources as far as educational resources management towards the definition of the outdoor until the recent era.

As far as experiences of people who involved in pursue outdoor education, a number of terms are closely related to outdoor recreation and need clarification. Thus, the Outdoor and Recreational Management (Hence, Outdoor) here are some learning process which attended by the group of young adults. There were involved learning process through outcome - based education (OBE) which, conducted by instructors with not solely on theory but hands-on practicing / training for several techniques in Outdoor to make sure comprising fulfillment of the requirements such as technique skills - Kayaking; Abseiling; Trekking and Navigating or compasses; Survival skills as well as Recreational managing skills throughout 12 weeks duration.

THEORY BASED OF THE STUDY

Experiential education could occur either in classroom settings, as well as outdoor. Contrary to popular belief, experiential education is not merely learning by doing rather the key is to guide in learning or the understanding that followed the experience. All varieties of outdoor activities are based on experiential education principles and to be even hands - on practices with more interaction within all young adults in the method used as far as benefits on one's fitness and academic achievement concerned.

DESIGN AND INSTRUMENTATION

Outdoor conducted with 3 hourly in a role for a week and continuous 12 weeks which were equal to 36 hours throughout the whole course. Outdoor involved varies activity and these activities were ran hands – on for handling the canoe, type of canoe and paddling skills included T- rescue as well as H - rescue had been exposed during the practice. Concurrently, water safety was applying in swimming pool rather than to open water trials before the final camp concerned.

All young adults been exposed to navigating with compass on land exploring, there were interesting subjects to know about compass, notation of the map concerned, the map reading, direction and judgment involved. As far as abseiling was concerned, management of rope, harness safety, knots involved, types of knots and rope related, safety of respondents seriously considered as well as varies ways of abseil could be practiced but the most basis was practicing by them under supervision of an expert of outdoor who worked together with the instructor. Survival skills that the young adults' progress or practiced with were mainly based on the principle of "self-survive" which with limited sources that young adults' had in this case for examples liked: food and shelters during the survival practices.

After hands on practicing and instructional conducted within the young adults and instructor mutually for 12 weeks which equivalence approximately 36 hours of involvement in practicing even highly physically involved throughout the whole learning process.

The instrument used to finalize young adults' fitness level was body weight work sheet which manually calculated young adults' skinfold measurement (mm) especially body composition between males and females respectively, percent of body fat and the scale concerned (Moran GT, McGlynn, G., 2001), the cardiovascular fitness level was tested with the 2.4 KM run to finalize young adults' cardiovascular fitness through the outdoor constructed. Beside the body weight sheet by Moran, 2001, this study also conducted a survey through one adopted questionnaire on the level of benefits and satisfaction the young adults gained after the outdoor was concerned.

RESULTS OF THE STUDY

In this quantitative study with title: Benefits of Outdoor Recreation Management for Young Adults", it was divided into descriptive and inferential statistical finding in order to determine and measure the objectives. Table 1 and 2 were showing gender and age group of young adults for this study with the interpretation of it respectively.

Descriptive Statistic Results

Table 1: Gender of the Respondents (n = 100)

| Gender | Freq | % |
|--------|------|-----|
| Male | 54 | 54 |
| Female | 46 | 46 |
| Total | 100 | 100 |

There were total of 100 young adults took part in skinfold measurement as the body composition measurement and 2.4KM run test on how fit were the young adults after outdoor. Out of 100 young adults whereby consisted 54% males and the rest of 46% was females.

Table 2: Age Group of the Respondents (n = 100)

| Age | Freq | % |
|-------|------|-----|
| 20 | 12 | 12 |
| 21 | 72 | 72 |
| 22 | 7 | 7 |
| 23 | 7 | 7 |
| 24 | 2 | 2 |
| Total | 100 | 100 |

In term of age groups, the age of 21 years old young adults consisted the highest percentage among them which was equivalent to 72% overall percentage and this was about 72 of them. The youngest adult was age of 20 with 12% and eldest was 24 years old and only two. This figure concluded that they were all young adults. Young Adults are supposedly energetic and creative as well as internal curiosity on outdoor pursued especially in sense of equipped self- readiness to face the actual world out there (job market).

Table 3: Overall Weight of the Respondents (n = 100)

| Body Weight | Freq | Percent |
|-------------|------|---------|
| 34kg-46kg | 12 | 12 |
| 47kg-59kg | 36 | 36 |
| 60kg-72kg | 31 | 31 |
| 73kg-85kg | 10 | 10 |
| 86kg-98kg | 9 | 9 |
| 99kg-111kg | 2 | 2 |

Overall weight among these young adults, the range of 47kg to 59kg was consisting higher percentage contributed among 100, there were 36 and was contributed 36% overall. There were two young adults in the range of 99kg to 111kg who was obese and at the same time there were 12 young adults with 34kg to 46kg who were considered light weight.

Table 4: Overall Height of the Respondents (n = 100)

| Height | Freq | % |
|--------------|------------|------------|
| 150cm-155cm | 17 | 17 |
| 156cm-161cm | 17 | 17 |
| 162cm-167cm | 17 | 17 |
| 168cm-173cm | 36 | 36 |
| 174cm-179cm | 8 | 8 |
| 180cm-185cm | 5 | 5 |
| Total | 100 | 100 |

The height of young adults, 36 of them in the range of 168cm to 173cm who contributed 36% overall young adults where else only 5 of them with 180cm to 185cm tall. They were in nation average height that pursues the outdoor. By the way, when overall benefits of these adults concerned in the process of learning, table 5 showed descriptively results in mean score of benefit and satisfied level for varies outdoor of young adults:

Table 5: Results of Respondents’ Benefits and Satisfied Level on Technique Skills (n = 100)

| Technique Skills /T & L | Mean | St Dev |
|-------------------------|------|--------|
| Abseiling | 4.49 | .39 |
| Trekking | 4.31 | .36 |
| Survival Skill | 4.33 | .36 |
| Orienteering | 4.52 | .59 |
| Camp Craft | 4.36 | .49 |
| Effectiveness of T/L | 4.24 | .32 |

As the whole, the results was with mean score above 4.00 which was highly benefits gained with 4 out of likert 5 point score and the highest mean score was Orienteering which statistically 4.52 mean score followed by Abseiling (M = 4.45); Camp craft (M = 4.36); Survival (M = 4.33); and Trekking with 4.31.

Fitness Gained

As far as benefits of outdoor to young adults gained especially after outdoor showed overall fitness of these young adults concerned, table 6 showed descriptively males’ chest skinfold measurement of minimum 6 mm to maximum of 33 mm where else, the mean score was 13.59mm; Abdomen with 5mm minimum to 38mm for maximum which score mean of 15.33mm ; Male’s thigh with mean score 11.59mm among 54 adults. Females showed result with difference parts of body composition measured as far as skinfold was liked Tricep with minimum of 1mm to maximum score of 28mm which came to average 13.76mm among 46 females; thigh with 18.71 mm in mean score; Iliac crest of females showed minimum of 6mm and maximum of 34mm respectively.As far as fitness components which endurance test with 2.4KM run of 100 respondents concerned, overall result showed minimum time score was 10.37 minutes and maximum of 20 minutes to complete the 2.4KM distance as the mean score was 14.42 minutes.

Table 6: Overall Descriptive Statistical on Body Composition & Fitness (n = 100)

| | N | Min | Max | Mean | Std. Dev |
|--------------------------|-----|-------|-------|-------|----------|
| Male Skinfold - Chest | 54 | 6 | 33 | 13.59 | 7.17 |
| Male - Abdomen | 54 | 5 | 38 | 15.33 | 9.34 |
| Male - Thigh | 54 | 2 | 44 | 11.59 | 9.93 |
| Female Skinfold - Tricep | 46 | 1 | 28 | 13.76 | 6.94 |
| Female - Thigh | 46 | 5 | 29 | 18.71 | 7.27 |
| Female- Iliac crest | 46 | 6 | 34 | 19.64 | 8.02 |
| 2.4 Km endurance test | 100 | 10.37 | 20.00 | 14.42 | 2.81 |

Inferential Statistic Results

Table 7: t-Test Results on Benefits Learning Method Used According to Event (n = 100)

| Technique Skills / L | t | df | Sig |
|----------------------|-------|-----|------|
| Abseiling | 40.18 | .98 | .000 |
| Trekking | 40.43 | .98 | .000 |
| Survival Skill | 40.68 | .98 | .000 |
| Orienteering | 26.70 | .98 | .000 |
| Camp Craft | 30.22 | .98 | .000 |
| Learning process | 44.49 | .98 | .000 |

As far as inferential statistical result was concerned, the satisfaction of Learning process was highly found with one sample t- Test score reading of $t(98) = 44.49; p < .05$ which means there was significance differences satisfactory level among gender or age groups of respondents but there were all satisfied with this learning process with their instructor. Ho2: There is no significance differences satisfaction level in mean score on the learning process between technique skills of respondents. Results statistically showed that all technique skills that conducted in the process were achieved highly satisfied result between Survival skill; Trekking; Abseiling; Camp craft and Orienteering according with the statistical reading of $t(198) = 40.68; p < .05; t(98) = 44.43; p < .05; t(98) = 44.18; p < .05; t(98) = 30.22; p < .05$ and $t(98) = 26.703; p < .05$ respectively. As the conclusion, the satisfactory in the process of Outdoor was strongly influence all technique skills learned appropriately and huge benefits to all young adults.

Table 8: Correlation between Learning Process among Gender (n = 100)

| Variables | r | p |
|------------------|-------|--------|
| Gender | 1.343 | .005** |
| Learning process | .343 | .005** |

Data were collected and was screened to avoid any biases from statistical aspect. Thus, in order to test on this study’s main objective stated null hypothetical Ho1: There is no significance correlation between learning process among gender. Table 8: Correlation between learning process among Gender (n = 100). Correlation results among Gender in group with Pearson Correlation 1 .343 Sig. (2-tailed). Learning process with Pearson Correlation .343 with Sig. (2-tailed). Correlation is significant at the 0.05 level. Regarding to the table 8 resulted that null hypothesis was rejected with the reading of $t(98) = .343; p < .05$ means there was significance correlation between the learning process with gender.

Hence, in this study, there were seven (7) hypothetical constructed and tested with inferential statistic concerned which were stated like:

Ho1: There are no significance differences in mean score of body composition (Chest, Abdomen and thigh) among male young adults after 12 weeks of outdoor.

Ho2: There are no significance differences in mean score of body composition (Tricep, Thigh and Iliac Crest) among female young adults after 12 weeks of outdoor.

Ho3: There are no significance differences in mean score of physical fitness among young male and female young adults after 12 weeks of outdoor.

Ho4: There is no significance predicted factors influence the most on young adults’ fitness.

Ho5: There is no significance correlation between learning among gender of young adults.

Ho6: There is no significance difference of benefits level on learning process among young adults after 12 weeks of outdoor.

Ho7: There is no significance difference of academic achievement among young adults after the outdoor.

Table 9: Paired Sample t - Test Results of Adults' Body Composition and Fitness Level (n = 100)

| Skinfold Measurement | Mean | SD | t | Sig (2 - tailed) |
|----------------------|-------|------|-------|------------------|
| Male - Chest | 2.44 | 7.21 | 1.76 | .090 |
| Male - Abdomen | .15 | 7.47 | .10 | .919 |
| Male - Thigh | .30 | 9.71 | .15 | .875 |
| Female Tricep | 3.87 | 6.23 | 2.24 | .045 |
| Female- Thigh | 2.15 | 4.14 | 1.88 | .085 |
| Female- iliac crest | 4.77 | 3.99 | 4.32 | .001 |
| Current body weight | 4.65 | 4.38 | 6.72 | .000 |
| 2.4 KM - Male | 12.26 | 2.52 | 25.30 | .000 |
| 2.4 KM - Female | 14.58 | 1.97 | 26.75 | .000 |

Table 9 showed inferential result of Paired sample t- Test of 100 adults before and after the outdoor. The hypotheses of Ho1, Ho2 failed to reject with statistically of each composition Chest: (t (54) = 1.76; p >.05; Abdomen: t (54) = .10; p > .05; Thigh (m): t (54) = .15; p >.05 and Thigh (fm) (46) = 1.88, p > .05) respectively accepted iliac crest and thigh measurement of females after 12 weeks of outdoor (Female iliac crest with t (46) = 2.24; < .05; Tricep: t (46) = 2.22; <.05). Where else, Ho3 been rejected by paired sample t- Test resulted, there was significant differences in mean score before and after the outdoor (Body weight: t (100) = 6.72; p < .05, 2.4Km results showed male with statistically t (54) = 25.30, p < .05; Female: t (46) = 26.75; p < .05) respectively. In addition, this study justified the outdoor education management were relevance and appropriate implemented in order to increase level of adults' fitness and moreover, multiple linear regression was applied which Ho6 stated predicted factors that could be most influenced to young adults' fitness level were gender, weight, chronological age and height of adults (Table 10) and this was fulfillment of the element of training.

Table 10: Multiple Linear Regression Results of Selected Factors on the Fitness Level of Adults (n = 100)

| Variables | b | Beta | t | p |
|-----------|------|------|------|------|
| Gender | 5.97 | .706 | 5.26 | .000 |
| Weight . | 12 | .459 | 3.44 | .002 |
| Age | .20 | .736 | 5.34 | .000 |
| Height | .30 | .067 | 4.43 | .000 |

Academic Achievement of Young Adults

Table 11: Summative Results of Young Adults in the Study (n=100)

| Grade / Marks | n | % | CPA |
|---------------|----|----|------|
| A- (75-79) | 27 | 27 | 3.67 |
| B+ (70 -74) | 47 | 47 | 3.33 |
| B (65 -69) | 22 | 22 | 3.00 |
| B- (60 -64) | 4 | 4 | 2.67 |

Total of 27 young adults obtained A- (27%); B+ was 47 adults which mean 47 percent overall; grade B (22%); only four young adults with the lowest grade B- (4%).

SIGNIFICANCE OF THE STUDY

This study finding was contributing to practice, management and academic aspect especially in delivering knowledge and technique skills of Outdoor, the learning process highly benefits for young adults even just 12 weeks duration of study especially sports science course was concerned. Learning process highly involved interaction and multiple ways of communication as well as practices with hands - on by the respondents which this could be much interesting and much effective gain fitness as far as implementation of Outdoor in Higher Educational Institutions (HEIs) - University.

Upon the above, it was contributing to the test and measurement, the body of knowledge which concerned evaluation process among respondents toward the capabilities and abilities as well as benefits gained by all young adults as the end result. Moreover, this study was contributing to the fitness and wellness, the body of knowledge which was taken result for generate fitness level of all young adults in the particular age, gender, level of education as well as courses they enrolled in particular University.

IMPLICATION OF THE STUDY

This study showed that the outdoor recreation management was considered relevance and highly effective to improve young adults' fitness level throughout practices by hands - on method and this method was fulfillment of the emphasizing OBE overall at the end of each 12 weeks' time. However, it showed that males young adults did not gain much of the effect from this outdoor especially on body composition, this could be caused by the insufficient principles of specificity in training applied especially on part of physic. By the way, this outdoor was sufficient to gain improvement of young adults' cardiovascular fitness level before and after the course comparatively overall without gender, age, height and weight biases of young adults. As conclusion the benefits of outdoor education management for young adults was not only on fitness but also implied to the young adults' academic achievement which with statistically results: total of 27 adults obtained A- (27%); B+ was 47 young adults which mean 47 percent; grade B (22%) ; only four young adults with the lowest grade B- (4%).This was fulfillment of the total Outcome Based Education concerned.

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Penerimaan Sokongan Sosial Dan Status Kesihatan Mental Berdasarkan Jantina Dalam Kalangan Atlet Pelajar Di Sekolah Sukan Malaysia

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Abstrak

Kajian ini bertujuan untuk mengenalpasti perbezaan penerimaan sokongan sosial (keluarga, rakan, jurulatih) dan status kesihatan mental (kemurungan, kebimbangan, stres) berdasarkan jantina dalam kalangan atlet pelajar di Sekolah Sukan Malaysia (SSM). Pengkaji menggunakan kaedah kuantitatif dengan menggunakan teknik persampelan rawak mudah kepada 300 orang atlet pelajar. Instrumen soal selidik yang digunakan mempunyai 3 konstruk iaitu demografi, sokongan sosial dan kesihatan mental yang telah diedarkan kepada pelajar. Atlet pelajar yang terlibat dalam kajian ini adalah (n lelaki = 158, n perempuan = 148). Hasil kajian ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan di antara responden lelaki dan perempuan terhadap penerimaan sokongan sosial (keluarga, rakan, jurulatih), terdapat perbezaan yang signifikan di antara responden lelaki dan perempuan terhadap status kesihatan mental (kemurungan) dan tidak terdapat perbezaan yang signifikan di antara responden lelaki dan perempuan terhadap status kesihatan mental (kebimbangan dan stres). Kesimpulannya, responden lelaki menerima sokongan sosial (rakan dan jurulatih) yang tinggi berbanding responden perempuan hanya menerima sokongan sosial (keluarga) sahaja dan responden lelaki mempunyai masalah kesihatan mental (kemurungan, kebimbangan, stres) yang lebih tinggi berbanding responden perempuan.

Katakunci: sokongan sosial, kesihatan mental, keluarga, rakan, jurulatih, kebimbangan, kemurungan, stres

PENGENALAN

Kementerian Kesihatan Malaysia (1997), kesihatan mental amat berkait rapat dengan kehidupan seseorang yang melibatkan perasaan, fikiran dan tingkahlaku yang positif dalam diri individu, kebolehan individu untuk berinteraksi dengan orang lain dan persekitaran serta bagaimana cara individu tersebut mengatasi masalah atau tekanan yang hadir dalam kehidupannya. Manakala menurut Pertubuhan Kesihatan Dunia (2010), definisi kesihatan mental adalah kebolehan seseorang individu dalam mewujudkan hubungan yang harmoni dengan orang lain, kebolehan mengambil bahagian dalam aktiviti kemasyarakatan dan kebolehan untuk menyumbang kepada masyarakat.

Masalah kesihatan mental kebiasaannya lebih dikenali sebagai Penyakit Tidak Berjangkit (NCD), (Pelan Strategik Lembaga Promosi Kesihatan Malaysia 2013-2017). NCD ini berlaku adalah disebabkan oleh gaya hidup dan tingkahlaku yang tidak sihat yang diamalkan oleh individu. Berdasarkan kepada statistik yang dikeluarkan oleh Kementerian Kesihatan Malaysia dalam Kajian Kesihatan dan Morbiditi Kebangsaan (2006), masalah kesihatan mental melibatkan empat pecahan golongan iaitu golongan kanak-kanak dan remaja bawah umur 16 tahun telah menunjukkan jumlah yang tertinggi iaitu 20.3% dan golongan tua yang berumur antara 70 tahun ke atas menunjukkan jumlah kedua tertinggi iaitu 19.5%. Manakala bagi golongan remaja berumur 16 tahun hingga 19 tahun menunjukkan 14.4% berbanding golongan dewasa iaitu 11.2%. Berdasarkan kepada peratusan dan jangka umur ini, golongan remaja merupakan golongan yang berisiko untuk menyumbang lebih banyak peratusan dalam masalah kesihatan mental.

NCAA Sport Medicine Handbook (2012), faktor yang menyebabkan seseorang atlet pelajar menghadapi masalah kesihatan mental adalah disebabkan oleh desakan fizikal terhadap latihan dan pertandingan, komitmen masa dalam penglibatan sukan, mengalami kecederaan, prestasi sukan yang kurang memberangsangkan serta mempunyai konflik di antara rakan sepasukan atau jurulatih. Selain itu, faktor seperti kematian ahli keluarga atau orang tersayang juga merupakan punca mengapa seseorang atlet mengalami masalah kesihatan mental. Hal ini telah dibuktikan oleh pakar psikologi di mana masalah kematian salah seorang ahli keluarga, mempunyai hubungan yang tidak baik dengan keluarga, ditukarkan tempat kerja dan sebagainya telah menimbulkan perasaan tertekan seterusnya memberi kesan kepada kesihatan fizikal dan mental seseorang (Willis dan Campbell, 1922). Sebagai contoh, Scanlan, Stein dan

Ravizza (1991), dalam kajiannya kepada atlet elit sukan luncur telah menunjukkan bahawa kematian salah seorang ahli keluarga telah mengakibatkan atlet menghadapi masalah tekanan semasa pertandingan.

Bebanan serta masalah yang wujud ini sedikit sebanyak mempengaruhi status kesihatan atlet sama ada secara fizikal mahupun mental. Berkemungkinan ada dalam kalangan atlet pelajar yang tidak mampu menanggung segala bebanan serta masalah yang wujud yang akhirnya akan menimbulkan pelbagai perkara-perkara buruk yang tidak diingini akan berlaku. Contohnya masalah kesihatan mental seperti kemurungan, kebimbangan, stres, kecelaruan makanan, bunuh diri dan sebagainya. Menurut Rajendar & Rajesh (2012), untuk menjadi seorang atlet yang cemerlang, mereka hendaklah mempunyai tahap kesihatan yang baik sama ada dari aspek fizikal mahupun mental. Kesihatan daripada dua aspek ini penting supaya prestasi atlet dapat ditingkatkan dari semasa ke semasa. Sehubungan dengan itu, kajian ini bertujuan untuk mengenalpasti perbezaan sokongan sosial (keluarga, rakan, jurulatih) dan perbezaan status kesihatan mental (kemurungan, kebimbangan, stres) berdasarkan jantina.

KAJIAN LITERATUR

Kajian berkenaan kesihatan mental telah banyak dilaksanakan tetapi kajian-kajian tersebut lebih kepada membuat perbandingan antara kumpulan atlet pelajar dan bukan atlet. Walaupun keputusannya menunjukkan bahawa bukan atlet mengalami masalah kesihatan yang lebih tinggi terutamanya kumpulan perempuan (Fatemeh Talebzadeh, Mohammad Talebzadeh & Maryam Abrahamian, 2014; Zeinab Ghiami, Karim Khalaghi, Kim Geok Soh, Samsilah Roslan, 2015 ; Milan P. Patel & Ankur D. Chaudhari, 2014) tetapi atlet juga tidak terkecuali mengalami masalah kesihatan mental ini, cuma apa yang membezakan adalah peratusannya yang rendah berbanding bukan atlet. Penyertaan mereka dalam aktiviti fizikal ini tidak memberi kelebihan kepada mereka untuk tidak mengalami masalah kesihatan mental. Mereka juga berisiko untuk mengalami masalah kesihatan mental ini sekiranya tiada pemantauan dan juga pemeriksaan daripada pakar-pakar psikologi.

Menurut Cumming et. al (2012), penglibatan atlet dalam sukan biasanya akan menyebabkan berlakunya perubahan dalam kesihatan mental atlet sama ada secara positif (bentuk badan yang cantik dan mempunyai kesejahteraan emosi) mahupun negatif (kemurungan, kebimbangan, tekanan dan kurang keyakinan). Sukan ditahap yang tinggi menyebabkan berlakunya desakan mental dan fizikal kepada atlet. Hal ini kerana atlet mengambil masa yang lama serta menggunakan intensiti yang tinggi dalam melakukan latihan, perlu mempunyai kepakaran dalam sukan, mempunyai pengalaman dalam sukan-sukan spesifik dan sentiasa berusaha meningkatkan kesukaran dalam kemahiran sukan-sukan tertentu untuk diamalkan di dalam latihan (Malina, 2010).

Kemurungan merupakan masalah kesihatan mental yang mengganggu fizikal dan kesejahteraan psikologikal seseorang (Bruen, 2015). American Phychiatric Association (2005), kebiasaannya individu yang mengalami masalah kesihatan mental ini mempunyai perasaan sedih yang melampau atau hilang keinginan untuk melakukan aktiviti. Selain itu, terdapat juga symptom-symptom lain seperti perubahan selera makan, sukar untuk tidur, kehilangan tenaga, peningkatan kelesuan, kesukaran berfikir atau membuat keputusan dan sebagainya. Berdasarkan kepada kajian yang dijalankan oleh Weigand, Cohen dan Merenstein (2013) terhadap atlet yang masih belajar dengan atlet yang sudah tamat belajar, beliau telah mendapati bahawa 17 peratus atlet yang masih belajar mengalami masalah kesihatan mental berbanding atlet yang sudah tamat belajar iaitu 8 peratus. Masalah ini terjadi disebabkan oleh faktor-faktor seperti lebih latihan, tekanan sewaktu pertandingan, kurang rehat dan lesu yang kronik serta masalah kecederaan dan hilang keyakinan diri kerana pencabar adalah orang yang hebat (Black & Miller, 1988).

Kebimbangan pula ditafsirkan sebagai tafsiran negatif masa lalu, sekarang dan masa hadapan berdasarkan kepada desakan persekitaran (Wann, 1997). Menurut Selvarajah, Borhan dan Mohd Sofian (2001) menyatakan bahawa kebimbangan adalah perasaan takut atau gementar terhadap sesuatu perkara yang berlaku kepada diri sendiri atau orang yang mempunyai ikatan pertalian dengan kita. Kajian Kesihatan dan Morbiditi Kebangsaan IV yang dilakukan kepada remaja berumur 16 tahun dan ke atas telah mendapati bahawa terdapat 1.7 peratus remaja mengalami masalah kebimbangan. Masalah kebimbangan ini telah dimonopoli oleh golongan perempuan dan kaum India. Pemain Bola Keranjang Royce White yang mengalami masalah kebimbangan dan trauma terhadap ketinggian telah memberi kesan ke atas keupayaan untuk beraksi sebagai salah seorang ahli dalam Houston Rockets (Hagen, 2016). Selain itu, Charlie

Beljan merupakan seorang atlet golf profesional telah mengalami masalah kebimbangan sewaktu kejohanan di Walt Disney World yang menyebabkan beliau terpaksa dikejarkan ke Hospital (Aaron, 2013).

Stres pula merujuk kepada pengalaman sebagai hasil kepada perubahan dan cabaran dalam kehidupan di mana tekanan boleh memberi kesan kepada fizikal, mental dan emosi (Robinson & McCormick, 2005). Pada pandangan Rebecca, Snow dan Wilcox (1999), stres merujuk kepada gangguan dalam keadaan fisiologi yang normal dan psikologi yang seimbang yang dicetuskan oleh sesuatu yang berada dalam persekitaran seseorang individu melalui reaksi psikologinya terhadap kejadian atau keadaan tersebut. Menteri Kesihatan, Datuk Seri Liow Tiong Lai dalam Utusan Online (2011), beliau telah menyatakan bahawa terdapat 6,540 orang pelajar telah menjalani saringan di bawah projek rintis Program Minda Sihat Menangani Stres. Hasil dapatan mendapati bahawa 17.1 peratus daripada jumlah tersebut mengalami tanda-tanda keresahan yang teruk, 5.2 peratus mengalami kemurungan yang teruk dan 4.8 peratus mengalami stres yang teruk. Menurut beliau lagi, masalah ini berlaku adalah disebabkan oleh faktor-faktor persekolahan iaitu peperiksaan. Dalam masa yang sama juga melibatkan hal berkaitan dengan keluarga.

Oleh itu, bagi mengelakkan masalah kesihatan mental dalam kalangan atlet ini daripada berleluasa di Malaysia, atlet memerlukan sokongan sosial daripada pelbagai pihak terutamanya individu yang sangat rapat dengan mereka. Menurut Ress (2007), sokongan sosial dalam bidang sukan merupakan kewujudan perasaan mengambil berat dan rangkaian sokongan termasuk keluarga, rakan, ahli kumpulan, jurulatih, pengurus, pelatih kecergasan, ahli fisiologi dan ahli psikologi yang memberi kesan positif kepada atlet dari segi kognitif, emosi, dan tingkah laku. Menurut Rees, Hardy dan Freeman (2007) dalam kajian mereka telah menyatakan bahawa sokongan sosial merupakan pemangkin kepada kejayaan seseorang atlet dalam sukan. Sekiranya dilihat dari sumber keluarga, kebanyakan atlet pelajar di Malaysia tidak mendapat sokongan daripada keluarga berkenaan penglibatan mereka dalam sukan. Kenyataan ini disokong oleh Nor Mohamad Taib (1990). Beliau telah menyatakan bahawa ibu bapa lebih mementingkan kecemerlangan akademik anak-anak mereka berbanding dengan kegiatan aktif anak-anak mereka dalam sukan.

Selain itu, sumber rakan juga memainkan peranan yang penting dalam menentukan status kesihatan atlet pelajar. Hal ini kerana, di peringkat umur remaja, mereka akan lebih mempercayai rakan-rakan berbanding keluarga. Menurut Omizo, Omizo dan Suzuki (1988), pelajar akan menjadi lebih stres apabila sesuatu keinginan untuk menjadi seperti atau mendapatkan sesuatu seperti rakannya tidak tercapai. Pada ketika ini, pelajar akan melakukan perkara yang boleh memberi kesan kepadanya. Oleh itu, jelas menunjukkan bahawa rakan – rakan memainkan peranan yang penting dalam memastikan atlet pelajar tidak mengalami masalah kesihatan mental.

Disamping itu, sumber daripada jurulatih adalah penting bagi menyokong atlet pelajar supaya tidak terjerumus dalam masalah kesihatan mental. Jurulatih juga perlu bertindak sebagai salah seorang kaunselor supaya dapat mendidik serta membimbing atlet pelajar dalam memilih cara atau mengurangkan masalah kesihatan mental tidak kira sama ada kemurungan, kebimbangan mahupun stres. Menurut Ron & Roberta (2007), jurulatih secara tidak langsung terlibat dalam masalah kesihatan mental ini kerana jurulatih merupakan orang yang paling lama menghabiskan masa bersama atlet selain daripada mempunyai kuasa dan pengaruh ke atas atlet untuk mereka mendapatkan rawatan manakala Vickers (2015), seorang jurulatih seharusnya mengekalkan hubungan yang baik dengan atlet di samping membantu mereka untuk mengurangkan stigma masalah kesihatan mental mewujudkan pelbagai program pendidikan atau program pencegahan masalah kesihatan mental dalam kalangan atlet mereka.

METODOLOGI

Reka Bentuk Kajian

Kajian ini berbentuk kuantitatif dengan menggunakan pendekatan kaedah tinjauan (soal selidik).

Lokasi

Kajian telah dilaksanakan di Sekolah Sukan Malaysia (SSM) iaitu Sekolah Sukan Bukit Jalil (SSBJ), Sekolah Sukan Tunku Mahkota Ismail (SSTMI) dan Sekolah Sukan Malaysia Pahang (SSMP). Ketiga-tiga buah sekolah ini

dipilih adalah disebabkan oleh ketiga-tiga buah sekolah ini telah diwartakan sebagai sekolah sukan Malaysia oleh Kementerian Pelajaran Malaysia (KPM). Oleh itu, setiap atlet yang berada di sekolah tersebut akan menerima latihan serta program-program yang mantap ke arah kecemerlangan sukan di peringkat kebangsaan dan antarabangsa. Selain itu, penyelidik juga mengambil kira faktor responden yang mana responden di ketiga-tiga buah sekolah ini sangat bersesuaian dengan kajian yang hendak dijalankan oleh penyelidik di mana sekolah-sekolah ini telah menempatkan atlet-atlet pelajar yang mempunyai prestasi yang cemerlang dan sentiasa aktif terlibat dalam sukan berprestasi tinggi dan sentiasa terlibat dalam sukan di peringkat negeri, kebangsaan dan antarabangsa.

Populasi & Persampelan

Populasi atlet pelajar di ketiga-tiga buah Sekolah Sukan Malaysia ini adalah seramai 1025 orang atlet pelajar. Oleh itu, seramai 300 orang atlet pelajar telah dipilih sebagai responden dalam kajian ini. Jumlah sampel ini dipilih adalah berdasarkan kepada jadual saiz sampel Krejcie dan Morgan (1970). Responden dipilih menggunakan persampelan rawak mudah memandangkan kesemuanya mempunyai ciri dan peluang yang sama menjadi responden.

Pengukuran Pembolehubah

i. Maklumat demografi

Soal selidik ini dibina oleh penyelidik sendiri bagi mendapatkan maklumat berkenaan latar belakang responden. Antara item yang ada di dalam bahagian ini adalah jantina, umur, dan jenis sukan yang diceburi.

ii. Tahap penerimaan sokongan sosial

Soal selidik Perceived Social Support Questioner (PSS-Q) digunakan bagi mengukur tahap penerimaan sokongan sosial dari aspek emosi yang diterima oleh atlet pelajar sepanjang melibatkan diri dalam sukan. Soal selidik ini mempunyai tiga bahagian yang setiap satunya mempunyai 20 soalan iaitu sokongan sosial (keluarga), sokongan sosial (rakan) dan sokongan sosial (jurulatih). Responden dikehendaki menjawab kesemua soalan iaitu 60 soalan berdasarkan kepada skala skor yang telah disediakan iaitu skor 1 = 'tidak pernah', 2 = 'kadang-kadang', 3 = 'kerap kali', dan 4 = 'sepanjang masa'.

iii. Tahap kesihatan mental

Soal selidik Depression Anxiety Stress Scale (DASS) telah digunakan bagi mengukur tahap kesihatan mental responden. Terdapat 42 item yang perlu dijawab oleh responden bagi menggambarkan keadaan responden sepanjang minggu yang lalu. Soal selidik ini dibahagikan kepada tiga sub-skala. Setiap sub-skala mengandungi 14 item yang mewakili status kesihatan mental iaitu kemurungan, kebimbangan dan stres.

Pengurusan data

i. Pengumpulan data

Sebanyak 300 soal selidik telah diedarkan kepada responden di ketiga-tiga buah sekolah. Kebenaran untuk mengedarkan borang soal selidik telah diperolehi terlebih dahulu secara bertulis daripada pihak Kementerian Pendidikan Malaysia, Jabatan Pelajaran Negeri dan pengetua sekolah. Semua responden menjawab borang soal di dalam dewan kuliah dengan mengambil masa tidak lebih daripada 20 minit.

ii. Analisis data

Data yang diperolehi dikumpul dan dianalisis dengan menggunakan perisian komputer "Statistical Package for Social Science (SPSS for Windows) versi 21.0".

HASIL KAJIAN

Penerimaan sokongan sosial (keluarga, rakan, jurulatih) berdasarkan jantina responden

Ujian-t persampelan bebas dijalankan untuk mendapatkan perbezaan min di antara responden lelaki dan responden perempuan terhadap tahap penerimaan sokongan sosial (keluarga, rakan, jurulatih). Dapatan kajian menunjukkan

bahawa tidak terdapat perbezaan yang signifikan di antara responden lelaki dan responden perempuan terhadap penerimaan sokongan sosial (keluarga, rakan, jurulatih) seperti yang ditunjukkan dalam Jadual 1.

Berdasarkan kepada Jadual 1, sokongan sosial (keluarga) menunjukkan responden lelaki mempunyai min 41.64 (SP=7.66) dan min responden perempuan ialah 43.01 (SP=7.85), manakala bagi sokongan sosial (rakan) pula menunjukkan bahawa responden lelaki mempunyai min 34.42 (SP=7.02) dan min responden perempuan ialah 34.30 (SP=8.67). Seterusnya, bagi sokongan sosial (jurulatih), responden lelaki menunjukkan min 34.20 (SP=7.98) dan min responden perempuan ialah 33.23 (SP=9.20).

Sokongan sosial (keluarga) menunjukkan bahawa responden lelaki secara signifikannya memperoleh skor inferensi yang lebih rendah daripada responden perempuan. Dapatan ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara responden lelaki dengan responden perempuan terhadap sokongan sosial (keluarga). Manakala bagi sokongan sosial (rakan) pula menunjukkan bahawa responden perempuan secara signifikannya memperoleh skor inferensi yang lebih rendah daripada responden lelaki. Dapatan ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara responden lelaki dengan responden perempuan terhadap sokongan sosial (rakan). Seterusnya, bagi sokongan sosial (jurulatih) menunjukkan bahawa responden perempuan secara signifikannya memperoleh skor inferensi yang lebih rendah daripada responden lelaki. Dapatan ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara responden lelaki dengan responden perempuan terhadap sokongan sosial (jurulatih).

Jadual 1: Perbezaan tahap penerimaan sokongan sosial (keluarga, rakan, jurulatih) berdasarkan jantina responden

| Sokongan Sosial | Jantina | n | Min | SP | t | ρ |
|-----------------|-----------|-----|-------|------|-------|--------|
| Keluarga | Lelaki | 158 | 41.64 | 7.66 | -1.53 | .13 |
| | Perempuan | 142 | 43.01 | 7.85 | | |
| Rakan | Lelaki | 158 | 34.42 | 7.02 | .13 | .90 |
| | Perempuan | 142 | 34.30 | 8.67 | | |
| Jurulatih | Lelaki | 158 | 34.20 | 7.98 | .97 | .33 |
| | Perempuan | 142 | 33.23 | 9.20 | | |

Berdasarkan ujian-t yang telah dijalankan, kajian menunjukkan bahawa responden lelaki menerima sokongan sosial (rakan dan jurulatih) yang tinggi berbanding responden perempuan yang hanya menerima sokongan sosial (keluarga) dalam diri mereka berbanding sokongan sosial (rakan dan jurulatih). Walaupun begitu, terdapat percanggahan daripada kebanyakan kajian yang telah dijalankan sebelum ini di mana pengkaji terdahulu telah menemukan bahawa perempuan juga mendapat sokongan sosial daripada rakan tidak hanya daripada keluarga seperti dapatan yang diperolehi oleh pengkaji.

Menurut Slavin (1991), kebiasaannya kanak-kanak perempuan mendapat sokongan yang lebih daripada rakan dan keluarga berbanding dengan kanak-kanak lelaki. Begitu juga Bell (1981) menyatakan bahawa menerusi kitaran kehidupan, wanita selalunya lebih rapat dengan rakan berbanding lelaki. Selain itu, berdasarkan kepada kajian yang dijalankan oleh Sharir, Tanasescu, Turbow dan Maman (2007), wanita mendapat sokongan sosial daripada rakan-rakan dan orang terdekat berbanding lelaki kerana kebiasaannya wanita yang menghadapi masalah kesihatan akan mendapat kunjungan lawatan yang kerap kali di hospital berbanding lelaki. Kunjungan ini merupakan satu faktor yang membuatkan pesakit merasa diri diambil berat (Cumsille & Epstein, 1994).

Keadaan ini berlaku kerana wanita lebih beremosi daripada lelaki yang menyebabkan mereka lebih selesa untuk meluahkan masalah, perasaan dan sebagainya antara satu sama lain. Manakala bagi lelaki pula, mereka beranggapan sekiranya meluahkan perasaan dan masalah kepada seseorang akan menunjukkan kelemahan yang ada pada diri mereka. Oleh itu mereka lebih selesa untuk memendam rasa. Keadaan ini menyebabkan mereka kurang mendapat sokongan sosial. Dari segi penerimaan sokongan sosial daripada jurulatih juga telah menunjukkan terdapat percanggahan dapatan kajian dengan pengkaji terdahulu. Menurut Sharon, Gary dan Lauren (2016), jurulatih lebih cenderung membantu dalam menyelesaikan konflik yang berlaku dalam kalangan atlet perempuan berbanding lelaki.

Status kesihatan mental (kemurungan, kebimbangan, stres) berdasarkan jantina responden

Ujian-t persampelan bebas dijalankan untuk mendapatkan perbezaan min di antara responden lelaki dan responden perempuan terhadap status kesihatan mental (kemurungan, kebimbangan, stres). Dapatan kajian menunjukkan bahawa terdapat perbezaan yang signifikan di antara responden lelaki dan responden perempuan terhadap status kesihatan mental (kemurungan) dan tidak terdapat perbezaan yang signifikan di antara responden lelaki dan responden perempuan terhadap status kesihatan mental (kebimbangan dan stres) seperti yang ditunjukkan dalam Jadual 2.

Jadual 2: Perbezaan status kesihatan mental (kemurungan, kebimbangan, stres) berdasarkan jantina responden

| Kesihatan Mental | Jantina | n | Min | SP | t | ρ |
|------------------|-----------|-----|-------|-------|------|-----|
| Kemurungan | Lelaki | 158 | 15.77 | 10.87 | 3.14 | .00 |
| | Perempuan | 142 | 12.15 | 9.09 | | |
| Kebimbangan | Lelaki | 158 | 16.37 | 9.91 | 1.55 | .12 |
| | Perempuan | 142 | 14.73 | 8.38 | | |
| Stres | Lelaki | 158 | 17.69 | 9.89 | 1.56 | .12 |
| | Perempuan | 142 | 16.05 | 8.28 | | |

Berdasarkan kepada Jadual 2, status kesihatan mental (kemurungan) menunjukkan responden lelaki mempunyai min 15.77 (SP=10.87) dan min responden perempuan ialah 12.15 (SP=9.09), manakala bagi status kesihatan mental (kebimbangan) pula menunjukkan bahawa responden lelaki mempunyai min 16.37 (SP=9.91) dan min responden perempuan ialah 14.73 (SP=8.38). Seterusnya, bagi status kesihatan mental (stres), responden lelaki menunjukkan min 17.69 (SP=9.89) dan min responden perempuan ialah 16.05 (SP=8.28).

Status kesihatan mental (kemurungan) menunjukkan bahawa responden lelaki secara signifikannya memperoleh skor inferensi yang lebih tinggi daripada responden perempuan. Dapatan ini menunjukkan bahawa terdapat perbezaan yang signifikan antara responden lelaki dengan responden perempuan terhadap status kesihatan mental (kemurungan). Manakala bagi status kesihatan mental (kebimbangan) pula menunjukkan bahawa responden perempuan secara signifikannya memperoleh skor inferensi yang lebih rendah daripada responden lelaki. Dapatan ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara responden lelaki dengan responden perempuan terhadap status kesihatan mental (kebimbangan). Seterusnya, bagi status kesihatan mental (stres) menunjukkan bahawa responden perempuan secara signifikannya memperoleh skor inferensi yang lebih rendah daripada responden lelaki. Dapatan ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara responden lelaki dengan responden perempuan terhadap status kesihatan mental (stres).

Kajian mendapati bahawa responden lelaki mempunyai masalah kesihatan mental (kemurungan, kebimbangan, stres) yang lebih tinggi berbanding dengan responden perempuan. Dapatan ini disokong oleh Manaswini & Puspita (2015) di mana kajian mereka telah mendapati bahawa responden lelaki lebih cenderung mengalami masalah kesihatan mental. Kenyataan dikukuhkan lagi dengan kajian yang dijalankan oleh Dishman, et al. (2006) di mana aktiviti fizikal dan penyertaan dalam sukan dapat mengurangkan risiko kemurungan dalam kalangan remaja perempuan. Aktiviti fizikal ini memberi impak yang positif terhadap fizikal individu, kecerdasan, indeks jisim badan, dan persepsi terhadap sukan, lemak badan dan penampilan.

Manakala Slavin dan Rainer (1990) menyatakan bahawa sokongan sosial yang baik daripada orang dewasa yang bukan daripada kalangan keluarga dan rakan sebaya dapat mengurangkan gejala-gejala kemurungan bagi pelajar perempuan. Turut dengan pendapat yang sama, Mazza dan Reynolds (1998) melaporkan bahawa sokongan sosial yang tinggi menunjukkan pengurangan dari segi jumlah statistik kanak-kanak perempuan bunuh diri akibat daripada masalah kemurungan. Oleh itu, jelas menunjukkan bahawa pelajar perempuan berpotensi untuk tidak mengalami masalah kesihatan mental (kemurungan) jika mendapat sokongan sosial yang betul daripada pelbagai pihak.

Walaupun begitu, terdapat juga percanggahan pendapat daripada pengkaji terdahulu di mana mereka telah menyatakan bahawa atlet perempuan menunjukkan skor kemurungan yang tinggi berbanding atlet lelaki dan bukan

atlet (Appaneal, Levine, Perna, & Roh, 2009; Nixdorf et al., 2013; Storch, Storch, Killiany, & Roberti, 2005). Emilio (2005), pelajar perempuan lebih cenderung untuk menghadapi masalah kemurungan sehingga mengakibatkan kejadian bunuh diri Hossein (2004). Selain itu, atlet wanita juga menunjukkan skor min yang tinggi terhadap masalah kebimbangan sosial dan gejala kemurungan berbanding dengan atlet lelaki dan lelaki dan wanita bukan atlet (Storch et al., 2005). Keadaan ini berlaku mungkin disebabkan oleh desakan mental dan fizikal kepada atlet hasil daripada program latihan yang lama dan disertakan juga intensiti latihan yang tinggi sehingga atlet lelaki tidak dapat menyesuaikan diri dengan keadaan tersebut (Malina, 2010).

Leila Ghaedi dan Azlina Mohd Kosnin (2014) dalam kajian mereka telah mendapati bahawa tahap kemurungan pelajar wanita adalah lebih tinggi berbanding pelajar lelaki. Perbezaan ini berlaku adalah disebabkan oleh kurangnya tenaga dan mudah untuk berasa letih. Selain itu, Thomas Hammond, Christie Gialloredo, hanna Kubas dan Henry Davis (2013) mendapati bahawa kemurungan dalam kalangan atlet elit adalah tinggi dan berbanding dengan kajian-kajian yang telah dilakukan sebelum ini. Menurut mereka lagi, prestasi seseorang atlet elit itu sangat mempengaruhi tahap kemurungan mereka.

KESIMPULAN

Kajian ini dijalankan untuk mengenalpasti perbezaan sokongan sosial (keluarga, rakan, jurulatih) dan perbezaan status kesihatan mental (kemurungan, kebimbangan, stres) berdasarkan jantina. Telah didapati bahawa responden lelaki menerima sokongan sosial (rakan dan jurulatih) yang tinggi berbanding responden perempuan yang hanya menerima sokongan sosial (keluarga) dalam diri mereka. Penerimaan sokongan sosial ini adalah berbeza dalam diri setiap individu di mana ianya juga dipengaruhi oleh keselesaan, cara berkomunikasi, tempoh perkenalan dan sebagainya. Seterusnya, didapati juga responden lelaki mempunyai masalah kesihatan mental (kemurungan, kebimbangan, stres) yang lebih tinggi berbanding responden perempuan. Desakan mental dan fizikal akibat daripada program latihan serta intensiti latihan yang tinggi dan berterusan merupakan salah satu faktor mengapa atlet pelajar mengalami masalah kesihatan mental. Selain itu juga, faktor perbezaan tenaga di antara setiap individu juga memainkan peranan dalam menyumbang kepada masalah kesihatan mental ini. Keadaan-keadaan yang wujud ini menyebabkan atlet pelajar tidak dapat menyesuaikan diri dengan keadaan tersebut. Justeru, melalui kajian ini diharap dapat menyalurkan maklumat berguna terutamanya kepada keluarga, rakan dan jurulatih atlet pelajar dalam mengenalpasti masalah-masalah kesihatan mental yang berlaku dalam kalangan atlet pelajar dan seterusnya dapat merancang program-program intervensi sosial dalam menangani masalah kesihatan mental ini.

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Analysing Outdoor Education Program on Athletes Mental Toughness

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Abstract

The purpose of this study is to examine the effects of outdoor education program towards participants' mental toughness. This study utilized pre and post quasi experimental with control group design. The 42 items of Psychological Performance Inventory (PPI; Loehr, 1986) was administered among 265 (n = 165, experimental group; n = 100, control group) diploma level intervarsity athletes and age in a range of 17-30 years old. The study was conducted during 7 days program of Outdoor Recreation Camp 2017. The camp exposed students to variety of outdoor adventure activities and challenges in natural setting. The Paired Sample T-test analysis showed that experimental group recorded statistically significant changes in their mental toughness score ($t(1, 264) = -4.050, p = .001$) compared to the control group ($t(1, 99) = -.853, p = .396$). As to further confirm these findings, Independent t-test result showed that significant differences for pre-test scores ($t(1, 264) = 2.777, p = .006$) between the experimental and control groups. On the post test, significant differences also recorded ($t(1, 264) = 4.063, p = .001$) between both groups. The primary finding of this study supported that outdoor adventure camp is effective in improving participants' mental toughness. The study also provides an empirical data for future study in this field.

Keywords: mental toughness, outdoor adventure, athletes

INTRODUCTION

Issues on athletes' mental toughness in sporting performance are popular topic among general public (Mohamad, Omar, & Fauzi, 2009). Peoples believe that mental toughness is crucial in order to achieve excellent sporting performance. Supporting the idea, Norris (1999) highlighted that sport practitioners, coaches, athletes and sport fans all around the world acknowledge the importance of mental toughness in sporting performance. However, despite the awareness on the issues, mental toughness remains a relatively growing area of sport psychology research.

Mental Toughness

Middleton, Marsh, Martin, Richards and Perry (2004b) claimed that "mental toughness is remaining inadequately defined and conceptualize" (p.2). Middleton et al. (2004a) defined mental toughness as a consistency or persistency to achieve the goal despite in the tough, pressure or difficult situation. Expanding the definition, Middleton et al. (2004b) also stated that mental toughness is "unshakeable perseverance and conviction towards some goals despite pressure or adversity" (p.1). Supporting the idea, Gucciardi, Gordon, and Dimmock (2008) described mental toughness as a superior mental quality of an athletes and it is one of the important psychological constructs for performance in athletics context.

In Malaysia, issues on athletes' mental toughness are not rare to be heard. As reported in our local newspaper (Harian Metro, 2011), National Sport Council (NSC) and National Sport Institute (NSI) are working hard to improve Malaysian athletes' tough character for Olympics London 2012. Based on these scenarios, arguably mental toughness today is becoming a focus by the sports practitioners in sporting performance. Several previous researchers also stated that in achieving excellent sporting performance, athletes could not only rely on skills and strategies, but must be complemented with excellent emotionally, spiritually and psychologically skills (Loehr, 1986; Middleton et al., 2004a,b; Gucciardi et al., 2008).

In the fields of sport psychology, mental toughness is one of the character buildings that have been focused by NSC and NSI particularly among youth athletes. Numerous programs have been organized by NSC and NSI with

the purpose of improving youth athletes' mental toughness. Interestingly, several programs were conducted based on outdoor adventure program. For an example, NSC has organized several outdoor adventure camps aiming at developing youth athletes' mental toughness. However, there is lack of studies relating outdoor adventure program and athletes' mental toughness.

Outdoor adventure

On the other hand, outdoor adventure programs are greatly participated by peoples all around the world including athletes (Simmons, 2004). Virden (2006) defined outdoor recreation as a "recreation behavior, activities and experiences that occur or depend on natural setting" (p.310).

Specific to the study, Priest and Gass (2004) and Virden (2006) stated that the use of outdoor for recreation is called outdoor recreation pursuit or human powered outdoor adventure. They also defined outdoor adventure as self propelled activities performed in outdoor settings, and involved the elements of: (1) danger; (2) risk taking; (3) challenge (4) sensation seeking (5) achievement (6) competence; and (7) one's skills.

Over decades, outdoor recreation researchers found recreation programs such as outdoor adventure camps effect positively on participants' psychological aspects (e.g. Darst & Armstrong 1980; Webb, 1999; Ewert, 1989; Taylor, 1989; Boyle, 2002; Allain, 2006; Sheard & Golby, 2006; Wang, Liu & Kahlid, 2006; Gatzemann, Schweizer & Hummel, 2008; Godfrey, 2009). Most of the studies focused on common psychological constructs such as: (1) self esteem; (2) self confidence; (3) team cohesion; (4) leadership; (5) self actualization; (4) team trust; (5) communication; and (6) self efficacy.

Intervention of outdoor adventure in enhancing mental toughness

The researcher found relationship between outdoor adventure and mental toughness definitions. In brief, outdoor adventure commonly defined as the act of engaging in any adventure activities that perform in outdoor setting and involve element of challenge, risk, pressure, competence and one's skill.

On the other side, mental toughness commonly defined as the ability to stay calm despite in a tough, pressure or difficult situation. Several definitions also stressed that mental toughness exist in any kind of difficulties, hardiness or tough situation (Middleton et al., 2004b; Gucciardi et al., 2008). By reviewing both definitions, the researcher believed that the outdoor adventure program able to produces physical and mental pressures as well the activities exposed participants to the rough and open weather condition. As a result, mental toughness can be trained and improves in outdoor adventure program.

Unfortunately, there is an absence of study that specifically relates to mental toughness and outdoor adventure program. Previous studies on mental toughness were conducted based on sport itself. In addition, it is also difficult to find a study that specifically examines the effects of outdoor adventure program on participants' mental toughness. After all, the effectiveness of outdoor adventure program on participants' mental toughness is remains to be questioned.

METHOD

A. Subject

The study recruited 265 first year students of Universiti Teknologi MARA (UiTM) from Pahang and Perlis campus (intake of November - March 2016/2017). Most of the students are athletes and aged in the range of 17-30 years old. The total of 265 students was divided into two groups; experimental groups and the control group. The experimental group was comprised of second semester students (n=165), while the control group was among first semester students (n=100).

B. Setting

The 7 days program in natural setting involved several outdoor adventure activities included land based (e.g. jungle trekking, navigation, survival, camp-craft, initiative games, and orienteering) and water-based (e.g. kayak expedition, water confidence and water rescue). The camp venues were at Tasik Chenderoh, Perak and Pulau Langkawi, Kedah. Similarly, both venues had a campsite area which was flat and grassy. The campsite had basic infrastructure such as halls, toilets and A-frame cabin. But there were no built-in facilities for outdoor activities and most of the activities were conducted and engaged with natural setting. The SPS133's final camp exposed students to variety of outdoor adventure activities and challenges. Participation in all activities was compulsory. The activity rotation schedule was developed as to give every participants opportunity to experience the activities.

C. Instrumentation

The study utilized Psychology Performance Inventory (PPI: Loehr, 1986) as study instrument. The questionnaire was divided into two sections (A-B). Section A was a set of questions on student's demographic. Section B was a Psychology Performance Inventory (PPI: Loehr, 1986) that was used for analyzing participants' mental toughness.

DATA ANALYSIS

The data collected from the questionnaires was analyzed using Paired Sample t-test and Independent t-test (pre and post test). All data gathered was statistically analyzed as to answer the research questions in quantitative manner.

FINDINGS

The following sections describe the overall effect of the camp based on Paired Sample t-test analysis and followed by Independent t-test analysis to examine the participants' mental toughness scores at pre and post test.

Table I. Overall Scores: Paired Sample T-Test

| Result | Paired Sample T-Test | | | | | |
|--------------|----------------------|----------------|---------|--------|--------|------|
| | n | x ⁿ | SD | t | p | |
| Experimental | Pre | 165 | 147.738 | 16.369 | -4.050 | .001 |
| | Post | 165 | 152.118 | 16.514 | | |
| Control | Pre | 100 | 141.859 | 17.243 | | |
| | Post | 100 | 143.569 | 16.755 | -.853 | .396 |

*T-Test significant is at .05 (2-tailed)

Overall, a Paired Sample t-test analysis suggested the Outdoor Recreation (SPS133) Final Camp 2017 in this study had recorded statistically significant effects on the improvement of mental toughness of the experimental group.

Table 1.0 presents the result from the Paired Sample t-test comparing the experimental group's mental toughness with that of control group. The experimental group recorded statistically significant changes in their mental toughness score ($t(1, 264) = -4.050, p = .001$). Before the camp, their mean score was 147.738, and after the camp, the mean score was significantly increased to 152.118.

The control group did not record any statistically significant changes in their mental toughness score ($t(1, 99) = -.853, p = .396$). At pre-test, their mean score was 141.859, and at the post-test, their mean score was 143.569. Even though mean score was slightly increased, but the increase was not statistically significant.

As to further confirm these findings, Independent t-test analyses were conducted to examine the score of experimental and control group for pre-test and post-test.

Table Ii. Pre And Post Test: Independent T-Test

| Result | | Independent T Test | | | | |
|--------------|------|--------------------|-------------|--------|-------|------|
| | | n | \bar{x}^n | SD | t | p |
| Group | | | | | | |
| Experimental | Pre | 165 | 147.738 | 16.369 | 2.777 | .006 |
| Control | Pre | 100 | 141.859 | 17.243 | | |
| Experimental | Post | 165 | 152.118 | 16.514 | 4.063 | .001 |
| Control | Post | 100 | 143.569 | 16.755 | -.853 | .396 |

**T-Test significant is at .05 (2-tailed)*

Table 4.3 showed that there were statistically significant differences for pre-test scores ($t(1, 264) = 2.777, p = .006$) between the experimental and control groups. In essence, the experimental group recorded higher mental toughness scores for pre-test than control group which suggested that experimental group already had greater mental toughness level than control group.

On the post-test, there were also statistically significant differences ($t(1, 264) = 4.063, p = .001$) were recorded between the experimental and control groups. Specifically, the scores differences between both groups had widened. After the completion of the camp, experimental group' mental toughness score was increased higher than that of the control group.

CONCLUSION

Overall findings

Overall, there were evidences that Outdoor Recreation (SPS133) Final Camp 2011 had resulted on the improvement of participants' mental toughness scores. After the completion of the camps, Paired Sample t-test analyses indicated that the experimental group had recorded statistically significant improvement on their mental toughness scores ($p = .001$). In contrast, the control group did not record any statistically significant changes in their mental toughness scores ($p = .396$).

In details of the findings, analyses on the pre-test results showed that the experimental group exhibited higher mental toughness scores ($\bar{x}^n = 147.738$) than the control group ($\bar{x}^n = 141.859$).

By the end of the SPS133 camp, the t-test analyses showed that the experimental group's score remained higher ($\bar{x}^n = 152.118$) than the control group ($\bar{x}^n = 143.569$). There was statistically significant improvement on the experimental group' mental toughness scores ($p = .001$).

Based on the findings, the researcher suggests that the SPS133 camp had significant influences on experimental group's mental toughness improvement. These outcomes were in line with Gatzemann et al. (2008) and Pasarelli et al. (2010) studies. They found the intervention of outdoor adventure program contributes towards positives psychological outcomes.

DISCUSSION

In focus to the study, the researcher proposed several plausible reasons contributing significant improvement in mental toughness development, such as the influence of: (1) camp's activities; (2) camp's environment; (3) camp's facilitators; and (4) element of competition. To discuss these ideas in further detail, the researcher elaborated each factors separately.

Influence of camp's activities

Overall, this recent study's findings strongly supported the effectiveness of the camp in enhancing experimental group's mental toughness. Firstly, the study proposed that engagement in outdoor adventure activities during the camp had significantly influenced participants' mental toughness improvement. The camp provided participants real-life exposure to several outdoor adventure activities (e.g. survival, kayaking, jungle trekking, camp craft) in challenging natural settings.

Based on the researchers' observation, all of the respondents participated actively in each of camp's activities. Participation in camp activities seems to foster participants' positives development on several aspects of: (1) psychological (e.g. self confidence, self esteem, mental toughness); (2) physical (e.g. fitness, improve cardiovascular, strength); and (3) social (e.g. communication, unity, trust, cohesion). Previous studies also revealed the benefits of engaging in outdoor adventure activities on the improvement of psychological, physical and socio-psychological aspects (Webb, 1999; Taylor, 1989; Boyle, 2002; Allain, 2006; Sheard & Golby, 2006; Wang et al., 2006; Gatzemann, et al., 2008; Tracey et al., 2008; Godfrey, 2009).

Moreover, the intensive camp's schedule also acted as pressures to the participants. During the camp, each group participated in two to three activities per day. Each of the activity's duration was about two to three hours (except for survival, 12 hours). The activities were continuously hence they had less time to rest. At night, they had limited time to sleep because they were assigned to night watch duty around the campsite and preparing a communal breakfast in rotation. As a result, participants tended to be sleepless, exhausted and fatigue. The researcher proposed that participant's adaptations to these extensive pressures might have contributed to the improvement of their mental toughness. Supporting the idea, Middleton et al. (2004b) found that mental toughness is a result of individual response to adversity including high level physical effort or pressure.

Through observation, each camp's activity might have different effects on participants' mental toughness. For example, activity such as survival (12 hours), kayaking (approximately 20km) and jungle trekking seemed to have extra contributions towards the improvement. These kinds of activities require higher physical and mental pressures if compared to other short duration physical activities. In fact, Connole (2009) and Gucciardi et al. (2008) claimed different type of activities or sports demanded level different of mental toughness.

Based on these arguments, the researcher proposed that different type of adventure activities may have different effects on the improvement of mental toughness. Therefore, camp's coordinator should be creative in programming their camp's activities in order to maximize the improvement of mental toughness.

Influence of camp's environment'

Secondly, the researchers believe the camp's environment might exert some influences on the improvement of participants' mental toughness. The camp utilized minimum technological intervention thus encouraged the participants to experience traditional camping method, such as cooking in a group, making a fire and building groups' shelter. During the camp period, this traditional camping method was believed to create a challenging situation especially when the participants were mostly accustomed to technology-dependent lifestyles. According to Gucciardi et al (2009a), challenging situation does influence the development of mental toughness. Ability to overcome these challenging situations seemed to contribute in participants' mental toughness enhancement.

Moreover, participants were exposed to direct contact with the open weather and the natural environment. During the camp, participants experienced challenging environment such as heavy rain and high temperatures (up to 38°C). These situations heightened the challenges, and at the same time, increase the element of risk during the camp. These challenging situations might have influence on the improvement of participants' mental toughness. Researcher's idea was supported by Bull et al. (2005). The study proposed environmental influence as the most important factor in the development of mental toughness. Based on this claim, the researcher believed challenging environment had contributed positively on individual' mental toughness development.

However, it is also important to note that the improvement of mental toughness (with regard to environmental influences) is not limited to remote and natural setting. Some outdoor adventure programs were also organized indoors or in urban areas. For example, adventure activities such as ropes courses and wall climbing can be held in the indoor setting and yielded similar outcome in mental toughness improvement (Allain, 1996; Taylor et al., 1989).

These contrasting findings of indoor versus outdoor and nature versus urban setting had challenged the researcher's claim on the influence of open environment setting on mental toughness since closed environmental setting also produced the same result. Eventually, the researcher strongly pointed that challenging outdoor environment has greater potential to influence participants' mental toughness improvement than indoor setting. This claim was based on a study Bull et al. (2005), which stated that challenging environment as the most influential factor to the development of mental toughness. The ways participants responded and coped with challenging environment was believed to greatly influence their mental toughness improvement.

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The Effect of Outdoor Education on Students' Responsibility and Self-Confidence

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Abstract

This study was aimed to recognize the impact of outdoor education on the students' responsibility and self-confidence. To obtain the best answer toward the research questions generated in this study, the researchers utilized an experimental method with One Group Pretest-Posttest Design. This study involved 89 of undergraduate students who attended the outdoor education program. In determining the research sample, the writer applied a cluster random sampling technique. This study was conducted in two months with 16 meetings - twice in a week. The instrumentation for this study included some questionnaires that covered both responsibility and self-confidence question, which were been measured using Likert scale. Based on the data analysis, the result showed that there was a significant effect of outdoor education on the students' responsibility and their self-confidence as well.

Keywords: Outdoor Education, Responsibility, and Self-Confidence

BACKGROUND

Outdoor education is a process of learning experience by doing things, especially by being exposed to outdoor activities. In outdoor education, the emphasis learning subject is placed on a RELATIONSHIP, the relationship between people and natural resources (Priest, 2010, p. 13). The education consists of six main points:

The first and the most important point is that outdoor education is a method of learning. Second, the learning process is based on experience. Third, learning process in the outdoor education is mainly conducted, yet not exclusively, outdoor. Some aspects might be conducted indoor such as learning basic concept before doing field trip, preparing materials for ecological study, watching slides about nature or having lectures, and planning logistics for an expedition. However, those aspects are excluded from providing setting and finally from inspiration of learning. Fourth, experience based learning needs comprehensive use of all six senses (vision, voice, feel, touch, smell, and intuition) and involves three learning domains (cognitive, affective, and motor). Fifth, learning in the outdoor education is based on materials of interdisciplinary. Sixth and the most important is that learning in the outdoor education is about problem of many relationships. The relationships are not related only to natural resources but also to people and society. There are four categories of relationship: interpersonal, intrapersonal, ecosystem, and ekistics. The interpersonal relationship refers to relationship among people; how they work together, communicate, and trust each other during their social interaction. The intrapersonal relationship refers to how people interact with themselves, their self autonomy, their self concept, and their perception of capability and incapability. The ecosystem relationship refers to the dynamic and dependency of all ecosystem elements; how energy changes and how some organisms are dependent one another to survive. The word ekistics refers to the interaction between people and their environment; how people affect natural resources and how the interaction has cause and effect to the quality of a land which influences the quality of social life .

The main focus of outdoor education is to understand the relationship between people and nature. Several activities are conducted as a medium for students to get involved directly with nature (Martin & McCullagh, 2011, p. 71). The relationship made between students and nature will give significant benefit such as joyfulness, self confidence, health, social-emotional awareness, environmental awareness, skillful in activities, self quality improvement, life skill, learning motivation improvement, and improvement of insight (English Outdoor Council, 2015, p. 14). These benefits are expected to be experience for students in the future. Besides, students will become tough and possess specific characters.

Students with specific characters are expected to be able to compete in globalization era. The globalization era urges students to keep improved in the aspect of knowledge, attitude, and skills. The knowledge aspect is needed to compete with both local and foreign citizens. Technological sophistication helps the improvement faster. Therefore, students who access and learn more about technology will become more advanced students. The attitude aspect should be in balance with the vast technological advancement. Attitude towards responsibility of having knowledge, being critical in responding to any emerged issues, and being confident in revealing fact of news should also be taken in seriously as they are the main aspects to be able to compete in the globalization era.

From the three aspects that should be improved, attitude should be the main characteristic of students. By having good attitude, several challenges will be encountered confidently and responsibly. To improve the self confidence and responsibility, students should be facilitated with learning activities that will help the students to improve them. One of the efforts is trough outdoor education.

Self confidence should be possessed by students. Adequate self confidence will help the students to achieve success in everything they do, including in learning. However, over confidence can bring failure to the students. People need self confidence to make their life easier and more enjoyable. Self confidence gives us energy to realize our dream. Self confidence is an important element in making creation strongly (Dureja & Singh, 2011, p. 62). Self confidence is needed by students in their both learning process and work in the future.

Low self confidence can cause several psychological conditions such as feeling insecure, afraid, anxious, and anti-social behavior. It might happen also in learning foreign language. Low self confidence will have an effect on students motivation to learn (Hayrettin, 2015, p. 2576). Besides, students with low self confidence may possibly have negative bias to their classroom. A student with low self confidence will have constant negative feeling such as being afraid of failure, feeling incapable, being afraid of mocking, feeling anxious towards teachers, and restraining himself to talk and participate in classroom activities. Low self confidence will impede students' ability to express their ideas and will be less motivated to learn. Trough outdoor education, students will be prepared to be more confident by doing several activities.

Beside self confidence, another important competence that should be possessed by students is responsible attitude. Responsible attitude in this outdoor education study adapts TPSR model of Hellison. The TPSR model employs physical activities as a medium to teach responsible attitude. The model is in accordance with criteria established in the program of youth improvement: 1) building strength possessed by the youth; 2) emphasizing competence and comprehension; and 3) focusing on individuals as a whole (dimension of emotion, social, cognitive, physical, and self), optimizing the role of youth, providing safe environment physically and psychologically, maintaining local relationship, and providing significant contact to adults with awareness (O'Neill, 2011, p. 2). Responsible attitude is important to improve. Low responsible attitude will have a negative effect on students such as having less sympathy to others, having less sensitivity to problems encountered by others, having tendency to be less care of others, and having no motivation to success.

This study focuses on the effect of outdoor education on students' responsibility and self confidence by doing several activities such as climbing, hiking, orienteering, and camping.

LITERATURE REVIEW

1. Self Confidence

Self confidence is a faith by which you can achieve success and competence. In other words, self confidence is believing that you are able to do thing. Self confidence may refer to be able to do certain tasks or to have faith in your own capability in life.

According to Hakim (2005:26), self confidence is courage to face challenge as it gives you awareness that learning from experience is more important than success or failure. By having the experience of failure and success, someone can be able to analyze what to do which will be in turn build self confidence.

Self confidence is the basic and the most important asset of people in order to do self actualization. Self confidence is a result of positive self actualization. By having self confidence, students can be able to improve their talents, interests, and potentials to be a success or an achievement (Komara, 2016, p. 34).

Self confidence influences and determines students' success in their life. Self confidence has great influence on learning and working, in family, and in social relationship.

Self confidence becomes one of factors influencing students' success in learning. According to Afiatin and Andayani (in Ghufroon and Rini, 201, p.34), self confidence is an aspect of personality that includes believing in own strength, capability, and skills. Someone with self confidence usually considers himself able to do everything he encounters by his own capability. Self confidence is a personal characteristic that is defined as believing in own capability.

Self confidence is a faith by which someone is able to overcome a problem in the best possible solution and to provide something enjoyable to others. According to several assumptions related to self confidence, the researchers conclude that self confidence is a personal characteristic in which an individual believes in himself and is able to improve and manage himself as an individual who can be able to overcome a problem in the best possible solution. Self confidence has indeed characteristics as follow:

1. Recognizing his strength and weakness well and improving his potentials.
2. Making standards of his life targets and providing reward to achieved target and working more on the unachieved one.
3. Blaming no one for failure and focusing more on self introspective.
4. Being able to overcome stress, disappointment, and incapability he encounters.
5. Being able to overcome anxiety.
6. Being calm in doing and encountering everything.
7. Thinking positively.
8. Keeping moving forward without looking back.

From the explanation of some self confidence characteristics above, a benchmark of study can be made in assessing students self confidence. Those aspects can be easily viewed in daily activities, so that the result will be more effective to be employed as study background. According to Mastuti (2008, p.48), factors influencing self confidence are parents, society, colleagues, and self concept.

External factor influencing self confidence are family environment, social, school, friends, and mass media. By reviewing the factor, the researchers conclude that self confidence is influenced by two factors, internal factor and external factor. Internal factor is individual self concept. It is individual self awareness on certain situation which lead great change in determining individual's attitude. This self concept is established based on perceptions about other attitude toward others and based on experience in family environment.

Self confidence will emerge and improve according to self awareness on self faith to accept and understand others as a mutual interaction both in family and in social interaction. In other hand, external factor is environment in which family will provide initial establishment to individual's personality patterns. Besides, formal environment or school is the second home in which individual practices self confidence established in family towards friends in school. It is highly possible that individual's self confidence will influence on learning motivation to achieve well both academically and not academically.

2. Responsibility

Responsibility is an attitude that determines how we react to situation that requires certain moral decision. Responsibility is an attitude in which individual is willing to take all consequences and sanctions charged on him (by what heart tells, by what people say, by what religious norms mention) through habitual, willingly, and committed practices (Nurfaizal, 2014, p. 22).

Furthermore, Zubaedi (2011, p. 40) stated that responsibility is marked by sense of belonging, discipline, and empathy. Sense of belonging means that an individual is aware of the responsibility of what he should do; discipline means that an individual acts and shows well-ordered behavior and obeys rules; and empathy means that an individual is able to identify himself as he is in the same situation of feeling and thinking as others, and he does not feel burdened by it.

According to the characteristics, the indicators of responsibility in learning are: (1) doing learning task regularly, (2) being able to explain the reason for learning, (3) blaming no one who learn more, (4) being able to decide learning activities, (5) doing personal task with pleasure, (6) being able to make different decision with other in group, (7) having interest to learn hard, (8) respecting and obeying rules in school, (9) being able to concentrate while learning complex materials, and (10) having responsible attitude towards achievement in school. Responsibility is an obligation to take burden, to accept all effects of actions, to keen to serve, to keen to sacrifice for others' interest.

3. Outdoor Education

Outdoor education is an adventure based approach. This approach is mainly an approach which emphasizes more on risky adventurous activities in natural environment such as climbing, cross country, and camping. Those activities will encourage learning through direct experience.

Adventurous education can be defined as experiential, active, and interesting learning which involves all people and real consequence. An element that makes experiential learning becomes adventurous is not only based on how active and risky the physical activities are, but also the mindset of students as a whole. If students are outside their comfort zone, they will be more actively involved in learning, and then we can describe it as good adventurous education.

Outdoor education is an environmental character based approach that focuses on action learning process, centered and thematic that usually involves outside activities. Dahlgren and Szczepanski stated that "it aims to foster learning through the interactions between emotions, actions and thoughts, based on practical observation in authentic situations." Outdoor education gives an opportunity to students to learn through direct experience. Students can authentically see and experience real situation that they will encounter.

Furthermore, Ford and Blanchard (1993; p. 5, in Prezi, 2013) stated that, "outdoor education aims to assist outdoor participants in making logical and safe transitions from the routine of everyday life to a positive interaction with the natural world."

Outdoor education is an approach focusing on environment which is marked by learning process centered on action and thematic that usually involves outside activities. It aims to foster learning through the interactions between emotions, actions and thoughts, based on practical observation in authentic situations (Dahlgren and Szczepanski, 2004). The perspective of knowledge and learning in which various learning environment are emphasized, is in contrast with traditional education system that is based on theoretical knowledge taught in the classroom and restraint interaction between emotion, action, and thought. Outdoor education has potential to be complementary education form in progressive and pragmatic traditional pedagogy that can offer students and teachers to learn based on observation and experience in authentic situation. Besides, more intensive learning form is established outside a room.

Outdoor activities enable students to participate actively and to learn by doing. Learning needs many tasks and activities. These activities, by which main experiences are provided, help students to change theoretical knowledge, to record them in long-term memory, and to find solution of daily life problems based on what they have learned. Children, especially pre-schooler, can record everything in their long term memory if the environment stimulates all of their senses. Based on this idea, this study is directed to reveal the effect of outdoor activities on the improvement of cognitive, motor, linguistic, and social-emotional skill of pre-school children.

Basically, outdoor education program has some targets and goals as is stated by Prietst and Gass (1997; in Neil, 2006, in Kardjono, 2009). They stated that there are four forms of outdoor education program along with their targets and goals as follow:

1. *Recreational programs aim to change the way people feel. The purpose is leisure, fun and enjoyment, e.g., surfing for pleasure.*
2. *Educational program aim to change the way people, feel and think. The purpose is to learn skill and/or information, e.g., learning how to surf classes or geography field trips.*
3. *Developmental programs aim to change way people feel, think, and behave. The purpose is to undergo personal growth, e.g., surfing program in which the goal was to push personal limits, test endurance, develop personal goal setting, self-discipline, and build individual self-esteem, self efficacy etc.*
4. *Therapeutic/Redirection program aim to change the way people feel, think, behave, and resist. The purpose is correct an individual or group problem, e.g., a low security prison may conduct surfing classes and work on a beach habitat restoration program as part of a pre-release detention program for inmates.*

Reviewed from the great targets and goals, outdoor education is indeed meets most of human social needs such as education, recreation, self improvement, spiritual improvement, relationship between humans and their environment. Furthermore, it is explained that:

The benefits of outdoor play go far beyond treating obesity. The wide array of variables encountered in outdoor activities can benefit all children and young adults. It promotes the development of critical problem solving and creative thinking skills. This, in turn, aids in academics. In several studies that have been conducted across the nation, researchers have found positive correlations between academic achievement, children’s concentration, and being physically active.

It means that the benefit of playing outdoor reaches further than curing obesity. Various variables encountered in outdoor activities can give benefit to children and teenager. It promotes the development of critical problem solving and creative thinking skill. It, in turn, will help academicians. In some researchers conducted across the country, the researchers found out positive correlation between academic achievement, children concentration, and active physical activities.

The benefits we can get from outdoor education are the result of all learning processes in the nature. Students get various experiences and benefits such as socializing and togetherness, characters which are available in every game facilitated by teachers or trainers.

RESEARCH METHOD

Method applied in this study was experimental with Randomize Pretest-Posttest Control Group Design. Population of this study was senior high school students who had joined outdoor education program with total sample of 89 participants. Sampling technique employed in this study was cluster random sampling. This study was conducted in two months with 16 meetings, twice a week through four kinds of materials specifically hiking, climbing, orienteering, and camping. Learning in the outdoor education applied also the TPSR model of Hellison. Detail meetings are described in the following table:

Table
Materials and Total Meeting of Outdoor Education

| No | Activities | Total Meeting |
|----|--------------|---------------|
| 1 | Pretest | 1 |
| 2 | Hiking | 6 |
| 3 | Climbing | 4 |
| 4 | Orienteering | 4 |
| 5 | Camping | 2 |
| 6 | Posttest | 1 |

Instrument used in this study was questionnaire about responsibility and self confidence using the Likert scale. Data were analyzed using SPSS 18. Data were processed using T Test of Paired Samples.

RESULTS AND DISCUSSION

According to the results of data analysis and processing, it is found that:

1. There are significant effects of outdoor education on responsibility.

Table
Paired Samples Test

| | | | | Paired Differences | | | | | |
|----------------|----------|----------|----------------|--------------------|-----------|----------|-------|-----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Responsibility | Pre_eks | - | 9.47756 | 2.53298 | -12.32932 | -1.38496 | | -13 | .018 |
| | Post_eks | -6.85714 | | | | | 2.707 | | |

According to the data analysis and processing, it is found out the result of $0,018 < 0,05$. It means that there are significant effects of outdoor education on responsibility.

2. There are significant effects of outdoor education on self confidence.

Table
Paired Samples Test

| | | | | Paired Differences | | | | | |
|-----------------|-----------|---------|----------------|--------------------|---------|---------|-------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Self confidence | Pre_eks - | 3.42857 | 6.29669 | 1.68286 | -.20703 | 7.06417 | 2.037 | 13 | .003 |
| | Post_eks | | | | | | | | |

According to the result of data analysis and processing, it is found out the result of $0,003 < 0,05$. It means that there are significant effects of outdoor education on self confidence.

Results of this study show that there are significant effects of outdoor education on responsibility and self confidence. It happened because outdoor education directly had made students to be confident. Adventures and challenges in every activity had directly made students to be responsible.

Besides, education with outdoor adventure involves direct fulfillment. The aims of adventurous activities are to facilitate the development of intra and interpersonal skills, which the mentally tough attributes as follow: (a) self

confidence (that is able to work well and achieve success); (b) controlling of negative energy (that is able to manage negative emotion such as fear, anger, and frustration, and is able to overcome circumstance determined externally); (c) controlling of attention (that is able to completely focus on tasks); (d) visualization and controlling of image (that is able to think positively in images); (e) motivation (that is willing to do difficult tasks); (f) positive energy (that is able to have fun and enjoy); and (g) controlling of attitude (that is able to not give up easily). (Vicki Ahmad Karisman, 2015, p. 16).

Furthermore, the idea of outdoor education helps both teachers and OAE participants to improve the expected positive psychological character intuitively and interesting. It is mainly emphasized if theoretical reason to conduct such study will adopt neo-Hahniat approach, which is described that the experience of having adventure establishes character or has certain therapeutic effect on personal character (Sheard & Golby, 2016, p. 189). In this outdoor education, various characteristics are developed, including responsible attitude and self confidence.

Moreover, facts show that experiences provided by outdoor education program contribute on the development of psycho-social such as self esteem and self confidence, locus control, conflict resolution, problem solving skill, and group cohesion (Cason & Gillis, 1994; Hans, 2000; Hattie et al., 1997; Neill & Richards, 1998) in (Sheard & Golby, 2016). It means that outdoor education directly improves competences possessed by participants.

Outdoor education in every adventurous and challenging activity has made the participants to keep learning and surviving. The activities done either individually or in group have improved participants' responsible attitude and self confidence.

CONCLUSION

From this study, it can be concluded that there are significant effects of outdoor education on responsibility and self confidence of students.

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Training of Sundanese Leadership Values through Outbound (Case Study on Study Programs Physical Education Health and Recreation Stkip Pasundan)

Jajang Hendar Hendrawan

Abstract

Students as the next generation of the nation dream are the recipients of the next leadership. Thus, students need to be equipped with leadership values, especially with the Sundanese leadership values. Therefore, the researcher aims to instill the Sundanese leadership values through outbound activities. The research approach used in this study is qualitative research with case study research method applied to the students of Health, Physical Education and Recreation Study Program at STKIP Pasundan. The results show that outbound activities can teach the students the Sundanese leadership values. The Sundanese leadership values that can be instilled through outbound activities are Sundanese leadership Nyantri (having spiritual intelligence); Nyunda (having the identity of the Sundanese people); Nyakola (having intellectual intelligence); Nyantika (having professional and proportional attitude); and Nyatria (having a knighthood attitude that is firm, objective, fair, honest, competitive, brave and responsible).

Key word: Sundanese Leadership Values, Outbound, Student.

INTRODUCTION

The recent leadership crisis is getting more alarming. As stated by Hendrawan (2013) that there are two signs of leadership crisis in Indonesia: First, the community does not have leaders that can satisfy their hope, leaders who have the vision and commitment, competence, integrity, honesty, willingness to listen to and accept criticism, and willingness to keep learning. The rise of corruption case becomes a bad image of the current leadership. The cases of corruption occur in various institutions, in the legislative, executive, and even judiciary as well as in the other institutions. Second, the leaders' capability in thinking strategically and establishing a strong forward vision is still low so that they do not have the ability to make correct decisions in critical times.

Based on these opinions, it seems difficult to find a person with intellectual and ethical-moral integrity these days. Therefore, to cope with this leadership crisis we need a leader that can unite various elements coming from different sides of ideology, culture, and traditions that can form a new society that moves toward a new civilization. In other words, the leader is supposed to have a strong character that can be a role model for the community he leads.

University students as the agents of social change and as academic or educated people are considered to have better intellectual power so that their awareness and rational thinking can give real contributions in coping with the leadership crisis. According to Mahyudin (2017) "Students are the next generation who will continue the nation next leadership, and the future of the Indonesian nation is in their hands." This opinion explains that the students are the recipients of the next leadership, so it is necessary to teach them the values of leadership as early as possible. Similarly, Rubini (2017) explained that the community puts a great hope in high educational institutions (universities) because university students are the prop of honesty, truth, justice, responsibility, and discipline. Based on that, the universities have an important role in forming the students to have the nature and character of the ideal leadership.

STKIP Pasundan takes a role in leading its students to be having the leadership character especially the Sundanese leadership character, by way of teaching the values of Sundanese leadership as early to the students either through formal activities in class or the non-formal ones outside the classroom. Sundanese leadership training is formally given through lectures of Sundanese Cultural Education subject and non-formal leadership training is provided outside the class through outbound programs.

According to Buchori (2016), "One of the right ways to teach and develop the character of students is through outdoor activities such as outbound. Outbound is a training for self-development within the team. Outbound is a training method for personal development and team development in the process of seeking experience through outdoor activities." While Umar (2011) explains that: "Outbound as a form of change in non-formal education learning model is an example of the evolution and the reform of educators and education, in which in those activities there are elements that will affect the confidence of a strong leader, solid teamwork and confidence development." Based on these two opinions, then outbound is one of the effective learning methods, because it involves physical activities or game. This method is quite effective to foster students as future leaders.

Research result conducted by Buchori (2016) explains that: "Character Education Training (CEt) through outbound training is effective for improving students' honesty and integrity." While the research conducted by Umar (2011) explains: "There is an effect of outbound training outcomes on the improvement of self-confidence, teamwork, and students leadership character. Similarly, the results of research conducted by Hakim et al, (2016) states that "Outbound is one of the appropriate learning model for children character education. Outbound uses nature as its medium where experiential learning as a strategy used. The activities are in the form of games that provide challenges to children so that children make efforts to keep trying to explore and develop their potentials. Indeed, outbound is an activity focused on the development of one's self but in the end outbound can also be done to deliver the materials contained in the learning curriculum."

The three results of the studies explain that outbound activities can train the leadership character of the students. Therefore, the research can be used as a basis for research that will be done by the writer in which outbound activities can instill the values of Sundanese leadership. The purpose of this research is to find out how the outbound activities can instill the values of Sundanese leadership that Nyantri (having strong faith), Nyunda (having the attitude and behavior of Sundanese people), Nyakola (having the insight about leadership) and Nyantika (being professional and proportional) and Nyatria (having a warrior soul) to the students of physical, health and recreation education study program at STKIP Pasundan.

LITERATURE STUDY

Outbound Activity

According to Ancok (2003: 2), outbound comes from the word out of boundaries, meaning out of bounds, a term in the field of marine, meaning by the term outbound is the process of seeking experience through the outdoor. This activity has started since ancient Greece. While in the form of formal education, started since 1821, marked by the establishment of Round Hill School, in England. But systematically this activity was newly popularized in England in 1941. The outbound educational institution was built by a German educator named Kurt Hahn in collaboration with a British merchant named Lawrence Holt. Both of these people create an adventured based education.

According to Hakim et al, (2016), outbound is one of the appropriate learning models for character education of children. Outbound uses nature as its medium where experiential learning as a strategy used. The activities are in the form of games that provide challenges to children so that children make efforts to keep trying to explore and develop their potentials. Indeed, outbound is an activity focused on the development of one's self but in the end outbound can also be done to deliver the materials contained in the learning curriculum.

Mulyono (2008) stated that outdoor training is now increasingly in demand, whether packaged in a special training package or just as a warming up in various activities of institutions or schools. This kind of activity is fun because it is like recreation, freshening, and also involves physical aspects, mind intelligence, and mental strength. Participants sometimes have to go through exciting obstacles and challenges, but at the same time very exciting. Although sometimes seem trivial and simple, the games in outbound training actually have important philosophy, material essence, and benefits, such as helping to hone and improve leadership skills, build a team that is solid and effective, and build a positive self-character, such as courage, honesty, sportsmanship, cooperation, unselfishness, and so forth.

According to Suyatno, (2006: 2) outbound as a medium of learning Physical Education examines the purpose and function of Physical Education, in which to develop movement and physical, social, emotional skills and personality in which it is carried out through physical activities rather than activities for the body. Media that can be used in physical education learning process is not only through activities related to the popular sport, but it can also use the traditional games media. From the games we learn the game philosophy as part of social and emotional learning such as cooperation, mutual respect, fair play, courage, honesty and other values.

The Nature of Leadership

Talking about leadership problems, there are actually two opinions that attract one another, that is between whether the leader was born or the leader was formed and forged. The first view revolves around the opinion that a person will only be an effective leader because he is born with leading talents, while the second view revolves around the opinion that the effectiveness of one's leadership can be formed and forged. So that among the experts emerged dichotomous views on the origin of leadership. The most reliable scientific paradigm is between the two extremes.

According to Burn in Yulk (2009: 291), distinguishing transformational leadership with transactional leadership. Transformational leadership calls for the moral values of followers in an effort to raise their awareness of ethical issues and to mobilize their energy and resources to reform institutions. Transactional leadership is leadership that conducts transactions to motivate followers by calling for their personal interests.

A leader must have leadership characteristics or qualities as revealed by Ahmadi (1990: 133), namely:

1. Proficient, meaning experts or proficient in things that are technical or abstract, initiative, conception, planning and so on.
2. Trust, meaning having confidence and believing in his ability (on self).
3. Sense of responsibility, meaning not easy to act arbitrarily against the group.
4. Brave, meaning bold in truth, firm and dare to make decisions with consequent and should not hesitate.
5. Agile and resilient, meaning he can act quickly and precisely especially in facing complicated problems, failure should not make him quickly bored and desperate but must be persistent and tenacious.
6. Visionary thinking, meaning having broad thoughts and can distinguish between *das sein* and *das solen*, especially in formulating a strategy.

From some of the qualities mentioned above, we can draw the conclusion that if one already has these traits, then he can be said to have the nature of leadership that will then be realized into an attitude that reflects the leadership in different contexts and different situations, either in an organization or social situation that occurs in society.

RESEARCH METHODS

This research uses qualitative approach with case study method. Qualitative approach was used to answer research questions that require the researcher to explore in depth to the problems posed. The case study as a research strategy was used in this study for several reasons. First, it deals with research questions. Yin (1994) explains that case studies can be used to answer research questions such as 'how' and 'why'. He argues that both questions indicate the need for exploration of the problems to be answered through research. Second, it is related to the control of the behavior to be studied. Case studies are commonly used when the behavior of the subject to be studied cannot be manipulated. The third reason relates to the focus on contemporaneity. Data collection technique in this study used in-depth-focused interviews. Interviews were conducted to several informants including the Head of Students' Association of PJKR (Physical, Health, and Recreation Education) Study Program, the President of Students, and the Vice Chairman of Student Affairs and 5 students of PJKR. The interviews were conducted using the pre-arranged interview guidelines. In addition, the researcher also conducted observations on respondents while conducting an outbound on Basic Student Leadership Training activities, so it could check whether the respondents have been convinced with their answers. This observation is useful in avoiding biased responses from the respondents.

RESULTS OF THE STUDY

Based on the results of the interviews with cultural observers, it explained that the values of Sundanese leadership can be extracted from the habits of the early Sundanese leaders in carrying out their lives with the guide to the view of life both in the form of babasan and paribasa and from the folklore (legend). In addition, with the guide to the ancient manuscripts that had ever been written by the Sundanese leaders to manage the social life of the Sundanese community so that to be created the life of the community according to the aspired. The ancient manuscripts have been transcribed and translated by philologists so that the manuscripts can be read and studied by today researchers.

The values of Sundanese leadership are then internalized through outbound activities with religiously nuanced material, traditional Sundanese games, and activities that can foster shared values, cohesiveness, and build a positive self-character, such as courage, honesty, sportsmanship, and not selfish. Outbound activities as the Basic Student Leadership Training (LDKM) are implemented to instill the values of Sundanese leadership on the students of PJKR study program at STKIP Pasundan with congregational prayer activities, tausiyah (religious lectures), trust building, motivation, games (filled with traditional Sundanese sport), teamwork management, and commitment building.

Through outbound activities students can learn leadership character that is in accordance with the values of Sundanese leadership. Among them are: 1) Sholat (praying activity in Islam) in congregation and listening to tausiyah (Islamic lectures) can teach them the term nyantri, in which the students have spiritual intelligence that becomes their fixed-price as the last bastion so that a leader is well aware that his leadership is a trust and must be accounted for; 2) Game activities filled with traditional Sundanese sports can teach the students nyunda, the students having a set of Sundanese values; the figure of a leader who can blend with the people sincerely (ngumawula ka wayahna), a person who does not act too much (teu ningkah), does not show an attitude of arrogance to others (teu adigung kamagungan), does not like to be enlivened with the splendor (teu paya diagreng-agreng), wise and fair (agung maklum sarta adil), and uncorrupted (cadu basilat); 3) Achievement motivation training activities filled with leadership materials can teach the students nyakola, that is a student who has a leader attitude that is more concerned with reason than body strength. Never thought of pawning reason for a moment's sake, pursuing power in a dishonorable way; 4) Teamwork management activities provided in outbound activities can teach the students to be leaders having the character of nyantika, a leader who can put something professionally and proportionally; and 5) Commitment building activities given in outbound activities can teach the students to be leaders having the character of nyatria, a leader who looks firm, objective, fair, honest, competitive, brave and responsible.

CONCLUSION

The values of Sundanese leadership come from the attitudes and habits of the early Sundanese people in carrying out their lives with a guide to the view of life both in the form of oral tradition and writing tradition. The oral tradition is derived from the phrases (babasan) and the proverb (paribasa) as well as from the folklore (legend), while the tradition of writing comes from ancient texts once written by early Sundanese leaders.

Outbound activity is one of techniques to train the values of Sundanese leadership very effectively, because through this outbound students can learn religious leadership attitude, solid teamwork, self-confidence development, and build a positive self-character, such as courage, honesty, sportsmanship, cooperation, unselfishness, and so forth.

The training of Sundanese leadership values through outbound activities is an educative effort in forming students to be having the characters of 1) Nyantri (having spiritual intelligence); 2) Nyunda (having the identity of the Sundanese people); 3) Nyakola (having intellectual intelligence); 4) Nyantika (having professional and proportional attitude); and 5) Nyatria (having a knighthood attitude that is firm, objective, fair, honest, competitive, brave and responsible).

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The Influences of Traditional Games on Students 'Agility

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Abstract

This study discusses the effect of traditional games on the agility of elementary school students by focusing on the extent to which traditional game contributions to student agility. The research method used is the experimental method with a sample of 22 students at fifth grade Elementary School of Cimahi Mandiri 1, it's consisting of 12 male students and 10 female students with a purposive sampling. The data collection instrument is a 4x5 meters back and forth test. Data processing procedure using SPSS. The results of the average pre-test calculation of 16.52 and post-test of 15.41 with an increase of 1.12. Non-parametric statistics test of calculated Wilcoxon Signed Rank Test, then the value of Z is -3.101 with p value of 0.002 which is less than the research limit of 0.05 so H1 is accepted or there is a difference between the pre-test and post-test results. Based on the results of processing and data analysis about the effect of traditional games on agility, it is concluded that the traditional game has a significant effect on the agility of students, because traditional games can provide motivation and effectiveness to the students' motor development.

Keywords: traditional games, agility

INTRODUCTION

Play is an activity that is very familiar with human life, but it is realized by certain circles that precisely in this era of globalization values are activated in the modern game is considered increasingly distanced children from the value of diactively as there is in the traditional game of children (Sukirman Dharmamulya, et al 2008: 10).

The skills of the child must always be honed, the child must be conditioned to make a game of various materials that have been available in the vicinity, the use of game materials is always not out of nature, this gave birth to the interaction between children with the environment so close. Togetherness with nature is an important part of the process of introducing young people to their environment. Thus the muscles or motor sensors will be more honed as well, on the other hand, the process of creativity is an early stage to hone the creativity and imagination of children to gain space growth (Dinalisa, 2011: 60). Physical action is important for these children to improve their developing skills, such as hitting a ball, playing jumping rope, or balancing on a board. Primary school children should be more involved in active activities than passive ones. According to John W. Santrock (2007: 214). Regular exercise is one way to encourage children to be active and develop motor skills, all of which can play an important role in a child's life.

Playing is one way to improve the ability of children's motion better, with the motion of large muscles in the child the stronger and so the movement in the child the more controlled by itself. Any activity aimed at a final destination other than pleasure is a game of purpose for the pleasure of a child's passion for a game. The game is one of physical activity, by moving the motor skills roughly on the child will always be honed and can be better. Some of the traditional games forms are Bentengan, Kasti and Gobak Sodor, to do this game more in priority aspect of agility as well as involving other aspects in physical fitness.

Agility is an important component in the lives of children. A lively child will more quickly adapt to the child's environment. In addition, when a child is trained agility, then it becomes a provision for the interests of his life..

LITERATURE REVIEW

In the opinion of Mayke Tedjasaputro (in Anggani Sudono, 2008: 15) states that learning by playing provides an opportunity for the child to manipulate, practice, and gain innumerable concepts and insights reaching certain goals. The principles of the game are as follows:

- a. Played two or more people interactively
- b. Have certain goals
- c. There is a winner in every game

From the opinion of Sadiman and Mayke Tedjasaputro mentioned above can be interpreted that the game is a way to play by following certain rules that can be done individually or in groups that seek to win and get pleasure.

Definition of traditional games

Traditional games have evolved since ancient times. This game comes from folk games that are preserved for generations. Every region in Indonesia has a variety of traditional games. The traditional game develops from the folk games that arise in every ethnic and tribe that exist in Indonesia (Ajun Khamdani, 2010: 89).

Meanwhile, according to another opinion, the so-called traditional sports should have two requirements, namely “sport” and “traditional” either in having a tradition that has developed for several generations, and in the sense something related to the cultural tradition of a nation more broadly (Bambang Laksono , et al, 2012: 1). As according to Dilanisa (2011: 5) the traditional game is a regional game that each region has different procedures and games. Traditional games in this study are Kasti, Bentengan and Gobak Sodor.

a. Kasti Games

The game of kasti is a community sport performed at leisure time or vacant time, especially by children or school pupils. This sport includes traditional sports that many children interested in, because in the game can improve the dexterity, running speed, agility, and power.

The largest field size of the field is 30 x 60 M. with hammer and free space being 30 x 65 M. smallest size 30 x 45 M. 9, with hammer and free space being 30 x 50 M. large size for large children, medium size for small children or girls.

All borders are represented by chalk, or rope, or blades. Can also by digging the ground with a provision of no more than 3 cm. on the four corners of the field and the middle of the side line in the flag. The height of the flagpost is at least 1.50 M from the ground. In a match, outside the line (boundary) there should be a vacant lot of a width of at least 5 M, while for outside the left-hand line of 10 M. the spectator must be outside the vacant lot.

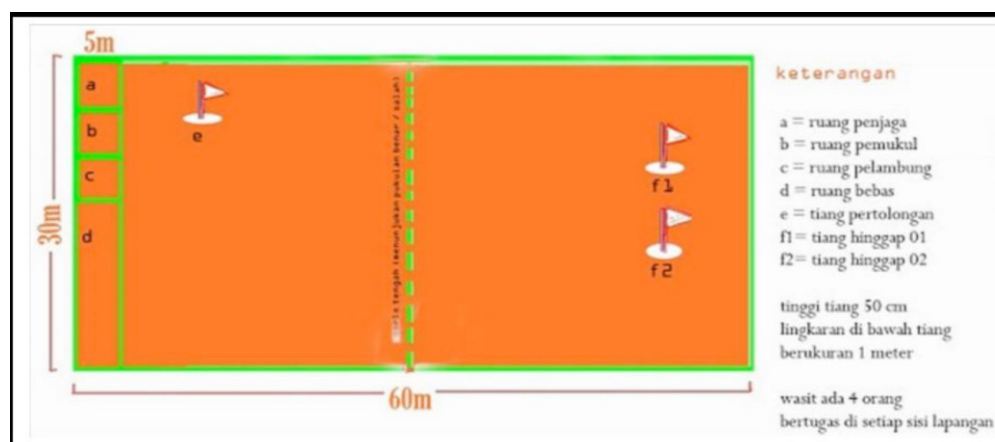


Figure 1.
Kasti Traditional Game Field
Source: Dinalisa 2011:64

b. Bentengan

Benteng or bentengan is one of the traditional sports performed by two squads. Each team consists of 4-8 people. One of the squads will choose a place as a base, usually a pole or, stone, pillar of the house as a fortress.

This sport aims to attack and take over the opponent's castle. How to by touching the castle fort that became the headquarters of the opponent team while shouting the word "fortress". Victory can also be achieved by a team if it successfully captured all members of the opposing team by touching his body. To determine which team is entitled to be a captive or captive can be determined based on the last time when the captive or captive touching fortress respectively.

The rightful team to be a captive is the fastest team when touching the fortress. This team can pursue and can touch members of the opposing team to make it a prisoner. Prisoners will be placed around the enemy fortress and can be liberated if the captured team of friends touches him. In this game, each member of the squad has a duty, among others, as an attacker, spy, bully, or guardian of the castle. This game requires running speed and proper strategy ability (Asih Kurnia Pramukanthi, 2015).

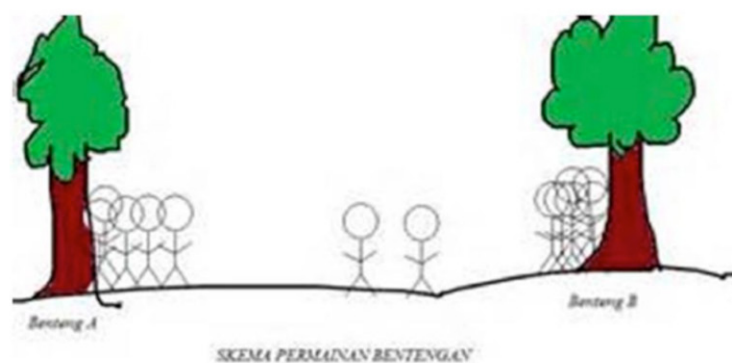


Figure 2. Bentengan Field
Source : Bambang Laksono, dkk. 2012

c. Gobak Sodor

Galasin or Gobak Sodor also called Galah Asin. Galasin is one of the regional games in Indonesia. This game is done by two squads with each team consisting of six or more people. One team acts as a guard, while the other team acts as an opposing team. The core of Galasin game is to block or guard against the opponent.

This is done so that the opponent cannot cross the line until the last line back and forth. Completed members of the team can process the process back and forth within the designated field area. The members of the team who get the shift will keep the field, the guarded way is a horizontal line and some are maintaining the vertical border. To keep the horizontal line the task is to try to block their opponents who are also trying to cross the pre-determined border as the free boundary line.

For a person who gets the job of maintaining a vertical line, the task is to keep the entire vertical line located in the middle of the field. Victory will be gained squads that attack with all attackers can return all complete (Ajun Khamdani, 2010:29).

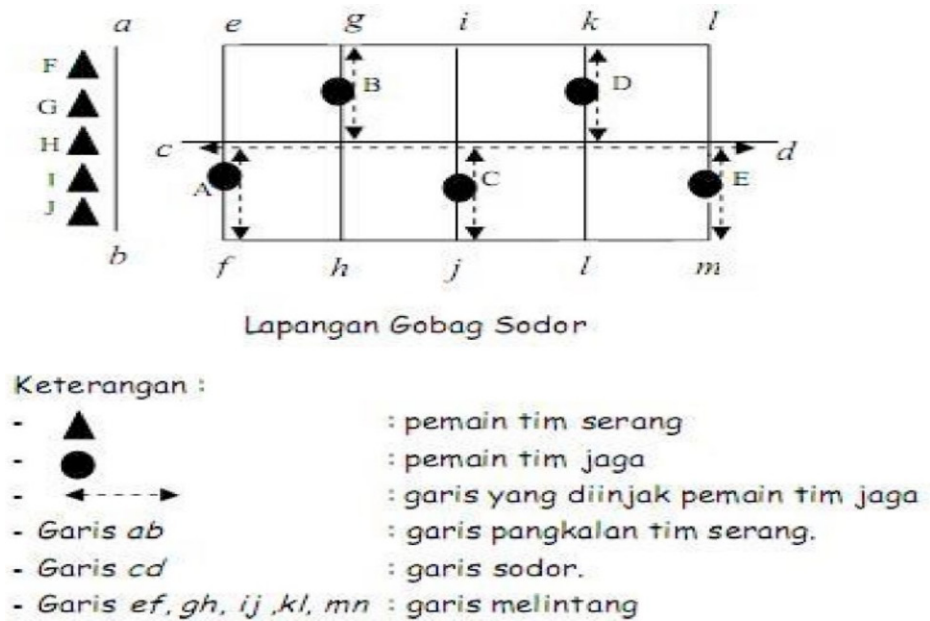


Figure 3. Gobag Sodor Field
Source: Guru Kelas 6 SD K. Hasyim Surabaya, 2013.

d. Agility

Agility is the ability to change the position of the body and the direction of movement, to react to the stimulus, and ready to change direction or stop the movement quickly, precisely and efficiently, without loss of balance (Zusyah Porja Daryanto and Khoirul Hidayat, 2015).

The existence of a programmed agility exercise will provide adjustments to increased physical work both in physiological and psychological terms. Exercise agility is one of the physical exercises associated with nerve adaptation. The nervous adaptation mechanisms resulting from exercise lead to increased muscle contraction forces due to increased activation of the prime mover muscles, the synergy muscles contract more

precisely, and increase antagonistic muscle inhibition. Increased activation of the prime movers' reflexes is an increased excitation of motoneuron tissue, which in turn may result in increased excitatory input, reduced inhibitory input or both (Rizali, 2015).

Factors that affect agility according to Zusyah Porja Daryanto and Khoirul Hidayat (2015), namely speed, coordination, strength, kelentukan, reaction time and power, age, sex and weight. Meanwhile, components in agility are factors of perception and decision making, speed of change.

RESULT OF THE STUDY

In this research, the data collected from the agility test run back and forth 4 x 5 meters with the traditional game of students. The steps taken in data processing are as follows:

- 1) Calculate the average
- 2) Calculating the standard deviation
- 3) Testing normality
- 4) Conducting hypothesis test with t test

Statistical data processing using the help of software SPSS (Statistical Package for Social Science) version 22 and Microsoft Excel 2007. The result of calculating the average value and standard deviation using SPSS 22 can be seen in Table 1 below:

Table 1.
Results Calculation Average And Standard deviation Test Running Agility
Back and forth 4x5 Meters

| | N | Mean | Std. Deviation |
|-----------------------|----|----------|----------------|
| Pretest | 12 | 17.3125 | 1.19482 |
| Posttest | 12 | 15.4450 | 1.00285 |
| Valid N (listwise) | 12 | -6.85714 | |

From Table 1 above, it appears that the pretest averages 17.3125, posttest 15.445 with standard deviation of pretest is 1.19482, and posttest 1.00285. It is known that pretest and posttest data are student agility data measured by time. It appears that posttest average is smaller than pretest. This means that after the students are treated in the form of traditional games, the time the student achieves is faster or increases based on the average obtained before it has not been tested statistically. So the authors have a provisional suspicion that traditional games affect student agility.

a. The assumption testing

The assumption testing stage aims to determine which approach will be used in analyzing the data, whether the parametric approach or the non parametric approach.

Testing assumptions used in the study is a test of data normality. Normality test data used to determine whether the research data has a normal distribution or not. If the data is normally distributed, then the approach used in data processing is parametric approach or parametric statistics. Whereas if the data is not normally distributed, then the approach used is non-parametric approach or non-parametric statistics.

Normality test used in this study is Kolmogorov-Smirnov test with a significance level of 0.05 with the help of SPSS 22 as shown in Table 2 below:

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction

Table 2.
Test of Normality Kolmogorov-Smirnov with SPSS 22
One-Sample Kolmogorov-Smirnov Test

| | pretest | posttest |
|---------------------------------------|-------------------|-------------------|
| N | 12 | 12 |
| Normal Parameters ^{a,b} Mean | 17.3125 | 15.4450 |
| Std. Deviation | 1.19482 | 1.00285 |
| Most Extreme Differences Absolute | .324 | .324 |
| Positive | .324 | .324 |
| Negative | -.271 | -.324 |
| Test Statistic | .324 | .324 |
| Asymp. Sig. (2-tailed) | .001 ^c | .001 ^c |

With significance level of 0.05, it is known from Table 2 above that the value of Sig. (0.001) < α (0.05) for both pretest and posttest data. This indicates that pretest and posttest data are not normally distributed.

b. Hypothesis testing

After the basic assumption test in the form of normality test is done, then the next step is testing the hypothesis. Hypothesis testing is done to test whether the traditional game has a significant effect on student agility or not. The test of this hypothesis is a two-degree equality test.

It is known that pretest and posttest data are not normally distributed, so the statistical test used is non-parametric statistics. Testing is done by Wilcoxon Signed Rank Test as shown in Table 3 below:

| | N | Mean Rank | Sum of Ranks |
|----------------------------------|-------------------|-------------------|--------------|
| postest - pretest Negative Ranks | 12 ^a | 6.50 | 78.00 |
| Positive Ranks | 0 ^b | .00 | .00 |
| Ties | 0 ^c | 1.00285 | |
| Total | 12 | .324 | |
| Asymp. Sig. (2-tailed) | .001 ^c | .001 ^c | |

- a. postest < pretest
- b. postest > pretest
- c. postest = pretest

Table 3.
Rank Wilcoxon used SPSS22 Ranks

| | postest - pretest |
|------------------------|---------------------|
| Z | -3.101 ^b |
| Asymp. Sig. (2-tailed) | .002 |

Based on Table 3 above, it appears that Negative Ranks or posttest data is smaller than pretest amounted to 12. Meaning that all posttest data is smaller than pretest because the data used is student agility data measured by time. The less time students achieve, the student’s agility increases. To see the significance of this time difference can be seen in Table 4 below:

- a. Wilcoxon Signed Ranks Test
- b. Based on positive ranks.

Table 4.
Wilcoxon Signed Rank Test Statistic used SPSS 22
Test Statistics^a

Based on the result of Wilcoxon Signed Rank Test calculation, the value of Z obtained -3.101 with p value (Asymp Sig 2 tailed) of 0.002 where less than the critical limit of the study 0.05 so that the decision of the hypothesis H1 is to accept or meaning there is a significant difference between pretest and posttest groups. This shows that traditional games have a significant influenced on student agility.

CONCLUSION

Based on the results of research that the authors do as well as calculation and data analysis of the measurement results, then in this section the authors can put forward the conclusion that:

Traditional games can have a significant effect on agility. This means that after being given the traditional game in the form of a game of Kasti, Bentengan and Gobak Sodor influenced to the students' agility, it is causing of the movement in the game of Kasti, Bentengan and Gobak Sodor has sharpened the student's agility so it affects the flexibility of the student movement.

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The Impact of Recreational Sport on Physical Fitness of Bandung Explorer Community

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Abstract

This study was aimed to recognize the impact of recreational exercise on physical fitness improvement. To obtain the best answer toward the research questions generated in this study, the researcher utilized an experimental method with One-Shot Case Study design. This study involved 39 members of Bandung Explorer community as research sample, which determined by using total sampling technique. Practically, the researchers measured the physical fitness of Bandung explorer community, which did a running night three times in a week. The instrumentation for this study included the Indonesian Physical Fitness Test (TKJI). Based on the data analysis, the result showed that there was a significant effect of recreational sport on the physical fitness.

Keywords: Recreational Sport, Running Night, and Physical Fitness

BACKGROUND

Physical fitness is an important aspect in human development. Physical fitness facilitates healthy life style and enables people to participate in doing sport. Physical fitness is needed by everyone, from school age children, higher school students and college students because by having good physical fitness, an individual can do daily activities longer than those who have lower physical fitness. Physical fitness can be gained through regular physical activities either in their frequency, intensity, duration, or type of exercise.

In nowadays globalization and modern era, gadget becomes one of primary needs for everyone. Gadget is used every time and makes less of physical activity. According to Fathirina, (2012, p. 1) "Study conducted by WHO revealed that less physical activities such as sitting for a long period while working is one of ten death causes or disabilities in the world for two million deaths per year." Furthermore, Sport Clinic (2011, p. 12) described that:

WHO reminds that more than 60% of death rate in the world is caused by non-contagious (chronic) disease which is called hypo kinetic disease in sports. Besides, more than 43% of health disorders is caused by diseases related to the hypo kinetic.

Hypo kinetic is a disease related to life style which has less body exercise. Besides, most of Indonesian people still assume that body exercise is not part of needs. According to Toho and Maksum (2007, p. 53), survey findings in Indonesia, in 2005, showed that:

Physical fitness rate in Indonesia is 10,71% which goes into the category of very low, 45,97% is in the category of low, 37,66% is in the category of average, and the rest of 5,66% is in the category of good. In that survey, there is no physical fitness that goes into the category of very good (0%). Those numbers showed the low rate of physical fitness in Indonesia.

There are many health benefits of having continuous physical activities. Physical activities have not only proven to decrease the risk of coronary heart disease, hypertension, diabetic, and obesity in adults, but also had positive effect on musculoskeletal, cardiovascular, respiration, and endocrine (Khoo & Al-Shamli, 2012, p. 129).

The benefit of having physical fitness related to health in youth has been well-known. Traditionally, components

of physical fitness related to health are the fitness of cardio respiration, body composition, muscle strength, endurance, and flexibility (Zhu, Mahar, Welk, Going, and Cureton, 2011).

A recent review has shown that there are strong evidence to conclude that (i) high level of cardio respiration from childhood to early adulthood is related with healthier profile of cardiovascular in the future, and that (ii) the increase muscle strength from childhood to early adulthood has inversely proportion with the change in the whole adiposity; there are moderate evidences showing that (iii) higher level of cardiovascular fitness from childhood to early adulthood decreases the risk of developing metabolism syndrome and artery coagulation in the future; and (iv) the increase of muscle strength since childhood has inversely proportion with the change in the centre of adiposity (Santos et al., 2014, p. 1).

One of efforts to gain physical fitness is by doing continuous recreational activities. Recreational activities can be cycling, hiking, fun running, and other activities that can be done in spare time and bring enjoyment. Physical activities are important to develop and maintain many aspects of physical fitness. Therefore, decreased physical activities will have effect on fitness negatively (Hands & Larkin, 2006, p. 448). In this study, the recreational activity to discuss is running night.

THEORETICAL REVIEW

1. Physical Fitness

Physical fitness is the main asset in human life. Sportsmen need high level of physical fitness to achieve higher. Employers need enough physical fitness to work well, so that they can improve their working performance and productivity. Primary school students also need better physical fitness to support their learning activities in school. Physical fitness can determine quality of life that is related with health status and become energy source for physical development to a better state.

According to Tarigan (2012 : 30 - 31), physical fitness is an ability to do daily routines enthusiastically and full of awareness without having over tiredness and to avoid from hypo kinetic disease, so that people can enjoy their life well and homely.

According to Giri Wijoyo (2007:20), physical fitness is a state by which body is able to adapt to certain physical tasks or to environment that should be compromised efficiently without having over tiredness and has been already in perfect fitness before doing the same task for the next day.

Physical fitness is an important element to be able to do activities well. To have physical fitness, however, there are structural and functional requirements. According to Sumintarsih, physical fitness has two components as follow:

a. Physical fitness that is related with health includes:

1) Cardio respiration endurance/ aerobic condition

Cardio respiration endurance/aerobic condition is the capability of heart, lungs, blood vessel, and large muscle groups to do hard exercise in a long period of time.

2) Muscle strength

Muscle strength is the capability of muscle to use maximum power or close to maximum to lift weight. Strong muscles can protect joints around them and decrease the possibility of injury due to physical activities.

3) Muscle endurance

Muscle endurance is the capability of muscles around the body to use power (does not need to be at maximum), in certain period of time.

4) **Flexibility**

Flexibility is the movements of muscles and joints of the body. Flexibility is closely related to the capability of muscles around the body to naturally stretch over their normal length while in rest time.

5) **Body composition**

Body composition is the gap between body fat and body weight without fat (muscles, bones, cartilages, and vital organs).

b. Physical fitness that is related with abilities includes:

1) **Explosion power**

Explosion power is connected with speed when an individual is doing activity. Explosion power is also a result of power multiplied by speed.

2) **Coordination**

Coordination is something related with the capability to use the five senses together with certain parts of body in doing harmonious motor activities with high accuracy.

3) **Agility**

Agility is something related with the capability to change body direction with high speed and accuracy.

4) **Speed**

Speed is something related with the capability to move fast in short period of time.

5) **Balance**

Balance is something related with the capability to maintain body balance while moving or keeping still.

6) **Reaction speed**

Reaction speed is something related with the capability to react fast, started from getting stimulation to start reacting.

Herman (2010:61) stated that factors influencing physical fitness are age, sex, somato type or body type, nutrition, sleeping and rest pattern, and physical activities. The factors are briefly explained as follow:

1. Age. Each level of age has its own benefit. Physical fitness can be improved on almost every level of age.
2. Sex. Each sex has its own benefit. Naturally, females have higher potential level of physical fitness than males. In normal condition, females can stand the temperature changes. Males tend to have higher potential level of fitness in term of power and speed.
3. Somato type is body type. Good physical fitness can be gained in every type of body based on its potential. Physical fitness cannot be maintained if the body is not in good shape or sick.
4. Nutrition. Nutrition is very important. If we want to maintain physical fitness and health, we have to consume balanced food (12% of protein, 50% of carbohydrate, and 38% of fat) to meet the need of nutrition.
5. Ideal body weight will ensure to do job easily and efficiently. To know ideal body weight, we can use the Bocca pattern of ideal BW = $(BH) - 100 - 10\% (BH - 100)$. The maximum allowed is + 10%. If > 10%, it is categorized as overweight, and if above 20%, it is categorized as obesity. For some individuals, the measurement cannot describe the ideal body posture. More specific measurement is needed. For athlete, ideal body posture is different between each sport. For example, the ideal body posture of a boxer and bodybuilder is really different with gymnastics athlete or swimmer. For this condition, besides IMT measurement, skin fold measurement is also conducted to assess whether the large body mass of the athletes consists of muscles or fats.

6. Sleeping and rest pattern. Body needs to take rest to rebuild muscles after having exercise as much as the exercise to stimulate muscles development. Enough rest is needed by the body and mind like foods and air.
7. Physical activities. Physical activities done based on exercise principles, portion, and correct method will bring good result. Physical activities can avoid the broken of muscle fibers which can basically occur physiologically or pathologically.

To increase the level of physical fitness, a student can do various activities in physical education regularly and with the appropriate portion.

2. Recreational Sports

Recreation can be experiences or activities of people to have fun, to look for pleasure, and to learn. Recreation is human experience or activity; it is not always intuitive, and it can be considered as goals (Sailors, Teetzel, and Weaving, 2017, p. 2).

Recreational sports are physical activities done in spare time based on interest and desire to have fun or enjoyment. Recreational sports are sports for having recreation, as educational sports for educational purposes, or health sports for health purposes, or competition sports for competitive purposes (Kusumaningrum, 2015, p. 3).

Recreational sports are sports done by people based on hobbies and capability that are grown and developed according to condition and cultural values in a society for health, fitness, and fun purposes (UU NOMOR 3 TAHUN 2005 TENTANG SISTEM KEOLAHRAGAAN & NASIONAL, 2005, p. 3). Recreational sports are done as a process of health and fitness recovery. Recreational sports can be done by everyone, education unit, institution, group, or sport organization with the purposes of:

- a. Getting health, physical fitness, and fun;
- b. Establishing social relationship; and/or
- c. Preserving and enhancing local and national cultural richness.

Recreational sport discussed in this study is running. Running is to accelerate steps frequency, so that when running, the body tends to feel flying. It means that while running, both of the feet do not touch the ground or at least one of the feet keeps touching the ground. The first half is done by fast steps, the second half by fast steps in comfort and light, the third half by conserving energy with slower steps, and the fourth half by accelerating in short period of time. A medium distance runner should learn to be calm, maintain balance, and control legs movement, waist rotation, and arms movements. A basic guideline to remember is that the slower the competition, the shorter the steps gap, and the faster the competition, the longer the steps gap. Running becomes an effective sport to burn fat, and it is very healthy. The definition of running itself is moving both legs to run either in medium or in fast tempo, and the movement is faster than walking.

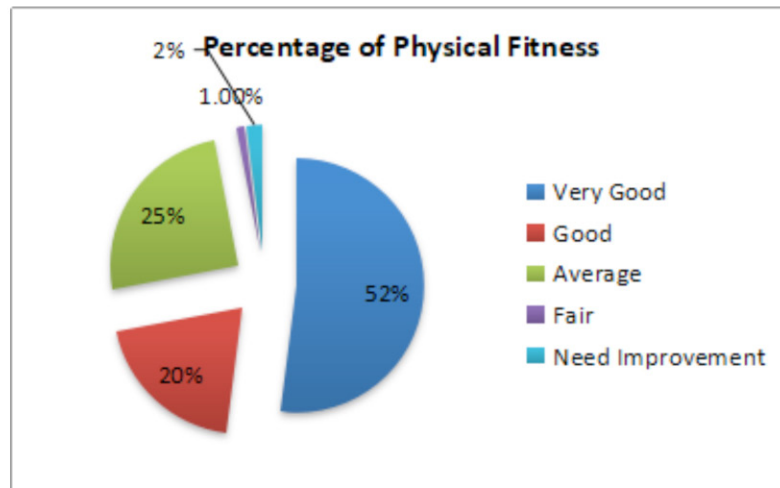
Running can indeed decrease various risks of deadly diseases such as heart attack, heart failure, weak heart, and other diseases in general. Basically, sport is a very good activity for the whole body. Therefore, if we want to live healthy and longer, it is suggested that we have to move our body by doing sport. Night running done is medium distance of running. Night running is running done right before evening. This activity is done in the evening because the members of the community should go to work by day.

RESEARCH METHOD

The process of having Recreational sport is used as a way to increase physical fitness of students. Method of this study was One-Shot Case Study design. Population of this study was Bandung Explorer Community of 39 participants. Sampling technique employed in this study was total sampling. The runners did night running three times a week. Instrument used in this study was Tes Kebugaran Jamani Indonesia (TKJI), Indonesian Test of Physical Fitness.

RESULTS

According to the result of data analysis and processing, it is obtained that there are significant effect of recreational sport on physical fitness of Bandung Explorer Community. The calculation is as follow:



According to the finding above, it is obtained that the percentages of physical fitness of Bandung Exploler Community are 52% with the category of very good, 20% of good, 25 % of average, 1% of fair, and 2% of need improvement.

The recreational sport activity done three times a week in form of night running has significantly increase physical fitness. According to Prietst and Gass (1997; in Neil, 2006, in Kardjono, 2009, p. 97), basically, outdoor education program has purposes as follow,

Developmental programs aim to change way people feel, think, and behave. The purpose is to undergo personal growth, e.g., surfing program in which the goal was to push personal limits, test endurance, develop personal goal setting, self-discipline, and build individual self-esteem, self efficacy etc.

It shows that recreational sport program can change various aspects inside students both physically and psychologically. Every activity that has been done gives fun experience, so that students are highly motivated to keep learning.

The theory of social cognitive (Bandura, 1986) stated that with the concept of enhancement, self-efficacy, result expectation, and learning model, it is shown the importance of supportive environment to do, to establish, and to maintain physical activities patterns regularly. It is a chain of long-lasting assistance from others that significantly explains (directly and by modeling) the mechanism in which significant people influence the participation of children and teenagers to have physical activities in their spare time.

Furthermore, in order to make the physical activities effective, it should be done in adequate frequency and intensity and in long period of time. Each letter of the word FIT can be considered as a formula to gain health and fitness benefits.

Frequency (how often) – physical activity should be done regularly to make it effective. Total days in a week to do physical activities are used to determine the frequency. To get most of the benefit, it needs at least three to six days per week, but the final frequency is based on the expected special benefit. Recreational sport activities conducted by Bandung Explorer Community were done three times a week, so that the physical fitness had increased.

Intensity (how hard) – physical activities should be quite intense that need more energy (overload) than only be normal to get the benefit. The method to determine correct intensity is varied with the expected benefit. For example, metabolism fitness and health benefit only need medium intensity; cardiovascular for high performance needs

vigorous activities to increase heart beats above normal. On average, recreational sports are done in the intensity of medium to high.

Time (how long) — physical activities should be done in adequate period of time to make it effective. Session duration of an activity is based on the type of activity and the expected benefit. The duration of night running was one to one hour and half, started from 07.00 P.M. to 08.30 P.M.

The FIT formula provides practical medium to implement overload principle progressively for each specific activity and for each specific expected benefits. The type of recreational activity also determines the increase of physical fitness of Bandung Explorer Community. Besides, night running is also fun to do as it is a recreation media after working. Night weather also supports the runners because they are not exposed to direct sunlight.

CONCLUSION

According to the study results, it can be concluded that recreational sport (specifically night running) can increase physical fitness of Bandung Explorer Community.

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The Opportunity of Outdoor Recreation to Enhance Indonesian Foreign Exchange

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Outdoor recreations, nature tourism, are the big growth areas in leisure and holiday activities today. As the populations of most countries become more urbanized, and as work become less connected with the land, many people are seeking to regain a connection with nature and with wild landscapes. The purpose of this research is to know the potential of outdoor recreation industry in Indonesia and how to manage it in order to become a source of foreign exchange for the country. This paper used literature study method. Almost by definition, outdoor recreation implies that space, distance, and therefore time, separate recreationists from the sites and activities to which they wish to relate. Recreation is a social service of similar importance to Health and Education. Therefore, opportunities must be provided on a universal basis, reasonable access ensured, and appropriate variety and quality maintained. Nevertheless, the potential and opportunities to become a tourism destination that is able to attract tourists from various parts of the world are still facing obstacles, because of the readiness of tourism destinations that are still not optimal and evenly. The conclusion in this paper is that tourism is a sector that promises to increase economic added value to a product especially national tourism assets, natural, cultural and special /artificial. Moreover, the potential of tourism in Indonesia is very large. One of the direct impacts of tourism development is an increase in tourist arrivals that impact on the country's foreign exchange earnings, hotel growth, reduced job seeker numbers, and improving people's welfare.

Keywords: Outdoor recreation, Opportunity, Economic value

INTRODUCTION

Indonesia was blessed with beautiful natural scenery. The beauty of Indonesian nature was very varied, ranging from beaches, mountains, rivers, lakes, and many more. Its can be a reason for many people to see directly the beauty of Indonesian nature. The Indonesia natural beauty is not exposed well now, many more choose for malls in urban areas. But along with the development of social media use, making a lot of natural attractions outside that can not be accessed by the community, in a short time, turned into a favorite place and visited by many tourists. Indonesian society is now getting interested to do outdoor activities, such as mountains, outbound, or just camping. This makes the outdoor recreation industry in Indonesia predicted to continue to grow along with the saturation of the community in daily routines that are always in the room and struggling with congestion on the road.

Indonesia's tourism sector is being pushed to reach the target of 265 million Tourists (wisatawan nusantara) in 2017. At the end of the year, the Ministry of Tourism (Kemenpar) has monitored the movement of Tourists wisatawan nusantara in order to be corrected and provisioned before establishing road map of tourism sector development in 2018. Data Kemenpar 2017 cumulatively from January to October 2017 shows the number of Tourists wisatawan nusantara reached 252,569,465 people. Even the number of domestic tourists from January to October 2017 is 14% higher than the target set at 221.5 million domestic tourists.

The data shows that the outdoor recreation industry has great economic potential if managed seriously. Referring to the conditions of some countries that have made out recreation as one source of foreign exchange, the economic impact of the industry brings new optimism for the growth of the State's revenue. For example in the United States, outdoor recreation has been transformed into one of the largest sources of foreign exchange, as can be seen from Figure 1, where the outdoor recreation industry is ranked 4th in the expenditure of American society.

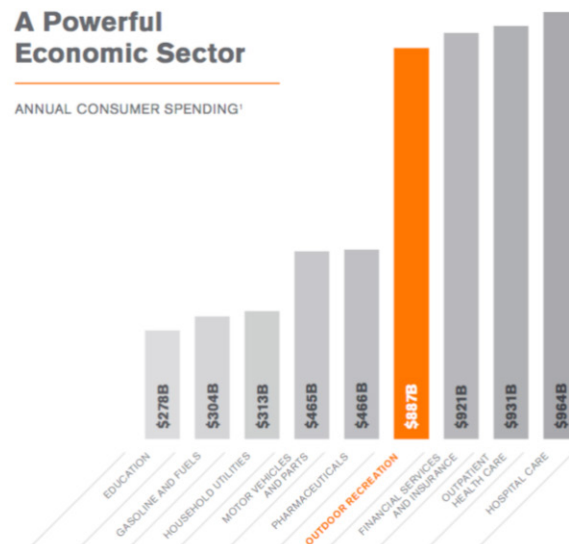


Figure 1. Annual Spending on Americans
 Sumber :Berau of Economic Analysis

This condition also occurs in several other countries, so the authors see that it is very important to study the opportunities of outdoor recreation in increasing the country’s foreign exchange, considering Indonesia is an archipelago and some of which are still not well managed, whereas it has enormous potential in increasing foreign exchange.

STUDY LITERATURE

Gartner (2000) states “population growth that causes urbanization and environmental degradation is a 21st century mega trend”. Even so in Indonesia, every year the flow of urbanization is increasing. Rural people vying to come to the city to find work, because they consider more job opportunities in the city than in the village. Sukmana (2017) discloses “Indonesia’s finance ministry data reveal that population growth in urban areas of Indonesia is among the highest in the world at 4.1 %. The population growth rate in urbanization areas is higher than that of India which is only 3.1 %. Even higher than China’s urban population growth of only 3.8 % “.

This condition causes a higher level of population density in urban areas that impact on the narrowness of public open space. Indirectly, this condition triggers a lot of new urban problems, in this case is a psychological health problem of urban communities, namely depression or stress. Haryani (2017) citing research conducted by the Health Research and Development Agency of the Ministry of Health showed that the highest prevalence for severe mental disorder in DKI Jakarta province reached 2.03 (190,000 inhabitants). While Bell et al. (1998; Brand et al.2000)“People with high stress levels are more at risk for the common cold, heart attack, and cancer. Stress has also been linked to obesity, high systolic blood pressure, and elevated heart rates”.

It can not be denied that some cases of health problems that appear at this time is the cause of many factors triggered by high levels of stress. The condition is caused one of them by the lack of individuals in doing recreation, especially outdoor recreation. Bryan’s (1970) study cited by Stebbin (1992) and Godbey (2009) suggests that, Outdoor recreation contributes to wellness mostly through prevention, and the most beneficial outdoor pursuits are those that become part of one’s life, done on a regular basis. Many participants embark on a career in a particular activity, becoming more devoted to it and adapting their participation to changing life circumstances.

The study shows that outdoor recreation can prevent a person from the disease caused by stress, and it would be better if the activity is done regularly. Other research results that reinforce the above opinion were

put forward by (Grahn and Stigsdotter, 2003; Godbey, 2009), One study based on self-reported stress found statistically significant relationships between the use of urban green spaces and stress reduction, regardless of the respondent's age, sex, or socioeconomic status. The results suggest that the more often a person visits urban green spaces, the less often he or she reports stress-related illnesses.

Some of research results indicate the importance of each individual doing outdoor recreation activities for his health. But certainly not easy for urban residents to conduct outdoor recreation activities, caused by limited land. Here the importance of the role of government in providing more green open space as a means of recreation for the community. Currently some local governments in Indonesia are starting to concern with this situation. This is evident from the construction of several open spaces which are a combination of parks, play areas, lakes, rivers and others for community recreation activities. For example in the city of Bandung for approximately 4 years already built about 20 thematic parks that are utilized by the people of Bandung in doing outdoor recreation activities.

But the presence of the city parks can only accommodate some people, because some other people still need outdoor recreation activities away from the city crowd or look for other activities that can not be done in the city parks, such as hiking, camping, climbing, rafting, etc. Data from the Ministry of Tourism of Indonesia shows that there is an increase in the number of tourists traveling archipelago to do recreation, as shown in Figure 2.

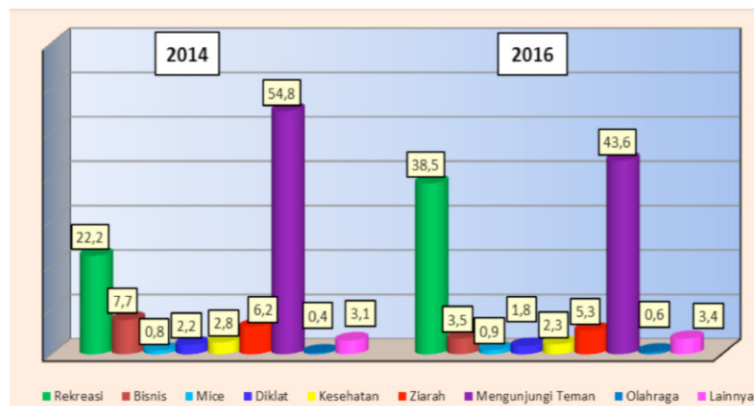


Figure 2. Distribution of Number of Nusantara Tourist Trips Purpose Visits, 2014 and 2016 (%)
Resources :BPS Kementrian Pariwisata(2016)

The picture shows that the economic potential of outdoor recreation from year to year develops and this is what should be taken seriously by the government, by way of self-employed by the government or in cooperation with the private sector. In short, outdoor recreation is a growing and diverse economic super sector that is a vital cornerstone of successful communities that cannot be ignored. Most importantly, outdoor recreation is no longer a “nice to have,” it is now a “must have” as leaders across the country recognize the undeniable economic, social and health benefits of outdoor recreation.

RESULT

This study begins with a review of a number of literature that can support the analytical approach. The source of the study is in the form of reference books, relevant laws and regulations, published scientific journals, and references on websites accessed via the internet. Aveyard (2010) discusses “a literature review is a comprehensive study and interpretation of the literature that addresses a specific topic.” Therefore it can be said that this paper uses the literature review method.

It has been discussed earlier in the background, that the tourism sector especially outdoor recreation has become one of the largest foreign exchange contributors in some developed countries. Therefore it is necessary to Indonesia as a developing country that has thousands of islands with diverse natural conditions, ranging from beaches, mountains, rice fields and so on, imitating the outdoor recreation management of developed countries. One of the very best countries in outdoor recreation management is the United States, can be seen from the annual program design and performance achievement report they release each year, with an increase in achievement each year. After a deeper review, it is not easy to adopt a management pattern outdoor recreation that has been done by the United States. Things that become obstacles in Indonesia include:

1. Road access

As we know that the Indonesian government in carrying out its administration embraces the system of regional autonomy. Nurholis (2007) says, “regional autonomy is the right of the population living in an area to organize, manage, control and develop its own affairs by respecting the prevailing laws and regulations”. In fact, however, many assets in areas where ownership, responsibility and authority are the responsibility and authority of the provincial or central government. This is one of the obstacles to developing outdoor recreation in potential areas.

For example, this is the most common obstacle to ownership, responsibility and authority for roads. The Indonesian government divides into parts of national roads, provincial roads and regency / municipal roads, and there are also village roads. These conditions are often become obstacles in the program of increasing income through outdoor recreation. Serimes to reach a tourist spot, the tourists are faced with the condition of the road is damaged, so that the journey takes a long time in a short time to be very long, often not even cause congestion. Kendala contained in the field is that the program of repair or construction of roads between the central government, provincial and district / city is not done simultaneously.

See from that problems, in order to improve the acceleration of economic development through tourism, especially outdoor recreation, the authors look at the seriousness of central and local government in providing good road facilities for domestic and foreign tourists, by way of synergizing in road maintenance between the central and regional governments, so that the public is not faced again in congestion due to poor road conditions.

2. Not Optimal of Land Utilization

Every year the Indonesian government through the Ministry of Tourism targets an increase in the number of domestic and foreign tourists. However, it will be difficult if not supported by other parties, one of them is the Ministry of Environment and Forestry as the party responsible for the management of some forest land that can be used as outdoor recreation destination. LHK Ministry (2017) revealed that in year 2017 conservation areas assessed effectiveness of its management as much as 397 units or 71.90% of the total 552 units of conservation areas in Indonesia. The number of areas assessed has represented all categories of conservation areas, namely national parks, forest parks, nature parks, hunting parks, nature reserves and wildlife sanctuaries. The data reflects that there are still 30% of the land has not been managed effectively, which should be optimized for outdoor recreation activities.

If the breakdown is further, then it can be seen that the areas with the highest average effectiveness of management value are as follows; national park 71,71%, nature reserve 57,10%, nature tourism park 56,38%, forest sanctuary 56,32%, forest garden 50,76%, and hunting park 50,14%. The increasing value of effectiveness of conservation area management correlates to the increase of welfare, where local people get economic benefit from the existence of conservation area especially in the utilization of outdoor recreation and non timber forest products. For example, some areas such as TN Bromo Tengger Semeru, TN Gunung Gede Pangrango, West Bali TN, Bantimurung Bulusaraung, Kelimutu, TWA Kawah Ijen Merapi Ungup-ungup, TWA Sangeh and Tahura Ir. H. Djuanda, direct economic benefits from the use of wisata outdoor recreation and environmental services have a significant impact on society and government.

3. Setup of Parking Areas

In addition to the breadth of parking space, other things that need to be addressed in the arrangement of the parking area is the parking management system and its Human Resources. In some places found tourists who feel

cheated by the parking attendants in the area wisata. Mereka often asked for parking fees far exceed the costs listed on tickets. This will indirectly make the tourists no longer want to visit the place, which will ultimately have an impact on the decrease in the number of visitors and ultimately also decreased regional or state revenue.

CONCLUSION

Based on the discussion in this paper, it can be concluded that Indonesia is a country that has great potential in increasing its income through the field of outdoor recreation. Namun it will be difficult to be realized if the condition of the road to the resort is still ugly, land use is not optimal and the arrangement of parking areas in place the tours are still chaotic. In view of these conditions, the authors recommend that the government's seriousness in increasing the revenues of the State through outdoor recreation in cooperation with local governments and citizens surrounding the tour, so that outdoor recreation sector can become a mainstay in increasing future State revenues.

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Measuring Self Esteem after 6 times Intervention of Outdoor Education

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Abstract

Outdoor education can contribute to physiological aspect development such as self-esteem, self-confidence, self-efficacy, etc. The purpose of this study was to examine the effect after 6 times intervention of outdoor education on students' self-esteem. Quasi Experiment method was used in this study. A total of 96 students (85 boys and 11 girls) participated in a 6times intervention of outdoor education with two times climbing, two times hiking and two times camping for 3 weeks. Self-esteem was measured using SERS (Self Estem Rating Scale). Based on one sample t test analysis, the significance value of self-esteem was $0.027 < 0,05$. So, the result shows that there was an effect after 6times intervention of outdoor education on students' self-esteem.

Keywords: Self -Esteem, Outdoor education

INTRODUCTION

There are so many benefit from outdoor education programs to reducing problem behaviours, especially self esteem. Kristen O'Shea (2018) describe educational project that teaches leadership skills and builds self-esteem in girls, ages 11-17 through use of week-long Summer Outdoor Adventures that include activities such as climbing, rafting, backpacking, and Hiking increasing self-efficacy, self-esteem, and leadership. Richman and Shaffer (2000) found that precollege sports participation predicted increased self-esteem in a female sample of young adults. Subsequent path analyses and tests for mediation suggested that such an effect occurred only if sports participation specifically developed physical competencies, favorable body images, and gender flexibility. In the absence of these factors, the benefits of sports for increasing self-esteem appeared to be negligible. Dodge and Jaccard (2002) observed that adolescent female sports participants were most often younger European Americans with more educated parents and higher self-esteem than their non-sports playing peers. It has also been found that women who participate in outdoor programs often have increased self-esteem, discover a sense of empowerment, and experience the positive effects of outdoor exercise that are typically part of outdoor education programs. (parson:2010). So many research only measure the effect of outdoor activities to girls or female self esteem. Favorable body images, good feeling and gender flexibility. Its because Self-esteem reveals a person's overall assessment or appraisal of their own worth and encompasses an individual's beliefs and emotions (Mruk, 2006).

Although the literature on the psychological effects of physical activity in youth is under-developed and mostly concerns adolescents female, available findings suggest that there are beneficial effects of physical activity on adult self-esteem. (Ekeland, Heian, Hagen, Abbott, & Nordheim, 2004). Outdoor programmes have a significantly positive impact on the lives of participants and the effect of adventure programmes on self-esteem exceeds that of other educational programmes. found that outdoor education programmes with a clear focus on personal development have, on student university programmes without a self-development philosophy are inclined to have negligible impacts. Mark Leather. (2013). Positive and significant increases were found for the athletic dimension of self-esteem and for global self-esteem for the experimental group (outdoor adventure) only. The increased benefits provided by the combination of adventure and sports in ODA, over sports-only or traveling-only interventions, underline the importance of developing ODA with college students. (Linda Paquette at al, 2014).

STUDY LITERATURE

Self esteem depends on two thing: an individual's hopes, desires, or aspirations, which are termed pretension, and his or her ability to relize them which in turn requires competence (Murk, 2006). Adolescent self-esteem has been

researched extensively. High levels have been correlated with healthy image, positive psychosocial functioning, safer sex behaviors, perceived efficacy, prosocial attitudes, supportive parent-child relationships, and a host of other factors (Clay, Vignoles, & Dittmar, 2005; Davison & McCabe, 2006; Gillmore, Butler, Lohr, & Gilchrist, 1992; Salazar et al., 2005; Scholte, Van Lieshout, & Van Aken, 2001; Smith, Walker, Fields, Brookins, & Seay, 1999)

Self-esteem is considered to be multidimensional, consisting of domain-specific components, such as academic, social, and physical self-esteem (Bidlle, 2015). Physical self-esteem, which may comprise perceived physical appearance and perceived athletic competence (Bodenheimer T, Handley, 2009) is regarded particularly important for young peoples' general self-esteem and psychological well-being (Smoll, FL at al, 2015). The analyses showed that exercise intensity, mode, duration, frequency and length of programme were not significant moderators of the relationship between exercise and self-esteem. This indicates that exercise has the same influence on self-esteem regardless of intensity, the type of activity engaged in (cycling, walking, football etc), how long each session is, how often the sessions are or the length of the intervention. With regard to characteristics of the participants, it was found that the greatest gains in self-esteem occurred for people whose fitness increased during an intervention. (Spence JC, McGannon, 2005)

Group wilderness experiences provide a more optimal setting for fostering self-esteem because they allow participants to obtain immediate positive feedback, which frequently generates more instant and long-lasting positive self-evaluations. These findings suggest that use of wilderness adventure techniques may have a better chance than more traditional interventions of preserving and increasing adolescent girls' self-esteem. Hovey found that women who participate in outdoor programs often have increased self-esteem, discover a sense of empowerment, and experience the positive effects of outdoor exercise that are typically part of outdoor education programs (Ewert, 1983; Hendee & Brown, 1987; McDermott, 2004).

The analyses showed that exercise intensity, mode, duration, frequency and length of programme were not significant moderators of the relationship between exercise and self-esteem. This indicates that exercise has the same influence on self-esteem regardless of intensity, the type of activity engaged in (cycling, walking, football etc), how long each session is, how often the sessions are or the length of the intervention. With regard to characteristics of the participants, it was found that the greatest gains in self-esteem occurred for people whose fitness increased during an intervention. (Crocker PRE at al, 2013) The study showed that outdoor adventure programmes can have a positive impact on adolescent interpersonal skills, leadership, and self-esteem Singaporean girls. The most important finding of the study is that the five-day adventure course had positive impacts on the social skills, interpersonal skills, leadership, and self-esteem of its' female participants. Wang C. K. John, at al (2006)

RESULT

A total of 96 collage student (85 boys and 11 girls) participated with quasi experiment desain in a 6times intervention of outdoor education with two times climbing, two times hiking and two times camping for 3 weeks. Self esteem was measured using SERS (Self Estem Rating Scale).

Based on to the calculation result of Paired Samples Test on figure 1 about the effect of 6times intervention of outdoor education to self esteem can see that $P = 0,027 < 0,05$ it means that H_0 is rejected and H_1 is accepted. So, there is an effect of of 6times intervention of outdoor education to self esteem. The 5 week period seems to be optimal in terms of making a compromise between having enough time to work on self esteem in a way that allows for some change to occur and for maximizing attendance in a outpatient or educational setting. Standard number of 2 hour season is five. They should be spread evenly over time, such as by meeting once per week, (Murk, 2006). Figure1 describe how the statistical work.

Figure 1 Statistical Result

| | | Paired Differences | | | | | | | |
|--------|--|--------------------|----------------|-----------------|---|-------|-------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
| | | | | | Lower | Upper | | | |
| Pair 2 | pre Intrvention- post Intervention | 2.762 | 8.432 | 1.840 | -1.076 | 6.600 | 1.501 | 20 | .027 |

This study showed that 6times intervention of outdoor education with two times climbing, two times hiking and two times camping have a positive impact on student university self-esteem. This result justification for support the other research that there are some benefit outdoor educations on psychological aspect development especially self esteem. Generally, outdoor adventure programmes aim to produce positive changes in participants by exposing them to adventure activities designed to encourage self-discovery and character building. The changes may include self-esteem, social attitudes, leadership, problem-solving skills, team cohesion and behaviour (Cason & Gillis, 1994). A meta-analysis of paediatric exercise interventions shows a similar, moderate effect size for changes in children's self-esteem (SE) due to exercise. (Ekeland E, at al. 2004).

CONCLUSION

Based on the results of processing and analysis data, the research conclude that there is an effect of 6times intervention of outdoor education with two times climbing, two times hiking and two times camping on collage students self-esteem. The methodological issue that a quasi experimental design with non-randomized groups become a limitation of this study.

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Student Situational Interest after Following Outdoor Education

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As we know that situational interest as a primary motivator for student to involve in physical activity. The Purpose of this study is to describe student situational interest such as challenge, attention demand, instant enjoyment, novelty and exploration intention who take part of outdoor education. This research was conducted in population of Student University at STKIP Pasundan who take part of outdoor education class with a total 96 people. Samplings were taken through total sampling. Data were collected through Situational interest scale. Using percentage data collection, result show that challenge has been highest percentage in a mount of 34%, novelty 21%, instant enjoyment 19%, exploration intention 16% and attention demand 10%.

Keywords: Situational interest, Outdoor education

INTRODUCTION

Situational interest is one of important element in teaching learning physical education to become motivated to overcome challenges. Interest is defined as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and is characterized by increased attention, concentration and affect, (Hidi 2006). As situational interest is environmentally induced, educators can consciously design learning tasks that generate contextual stimuli, in order to effect a positive reaction to the learning process and task (Ding et al., 2013). an effective way to motivate students in physical education is to build motivational components into the course content, especially those which enhance situational interest. interest in daily teaching-learning settings, because teachers are able to enhance situational interest in learning tasks by manipulating their components. As situational interest is environmentally induced, educators can consciously design learning tasks that generate contextual stimuli, in order to effect a positive reaction to the learning process and task (reore & Pasco, 2016). Situational interest can be dependen variabel that influenced by another variabel such as method, learning material, modification of learning, etc.

Instant enjoyment and exploration intention have direct and positive effects on total interest. In addition, these sources mediated the effects from attention demand and challenge toward the total interest. These results indicated that an effective way to motivate students in physical education is to build motivational components into the course content, especially those which enhance situational interest.(Roure & Pasco, 2016). teaching materials were more able to arise student's interest rather than teaching models, meanwhile game material which had been taught by using inquiry model was teaching physical education which students more like. It needed to be more research on mixture models between teaching materials and teaching models. (Ilmawati & Suherman, 2016).

Since the environment of an outdoor education programme is different from that of an enclosed classroom, children find outdoor activities interesting and fun. (Gair, 1997). Situational interest has been researched on outdoor education. The students reported on their experiences during two three-day trips: one coastal trip and one ski trip. The participants also reported how they felt about the trips after one week and after one month. The The feelings of pleasure and interest were contrasted by analysing mean scores, factor loadings and regression coefficients. Momentary experiences typically showed higher scores for feelings of interest than for feelings of pleasure, but there were some exceptions. The interest-higher-than-pleasure tendency tended to disappear for remembered experiences. (Lovoll, S. Helga at al, 2016). This research will support the notion that outdoor education activity can improve situational interest.

STUDY LITERATURE

Interest is generally defined as a psychological state that emerges from a person's interaction with an activity (Krapp, 2002). In educational research, it has been conceptualized as personal interest and situational interest (Krapp, 2002). Situational interest refers to a learner's appeal generated through interaction with a specific task or in a particular context. Situational interest is conceptualized as ephemeral but with immediate effects in engaging students (Hidi & Renninger, 2006). Personal interest is a person's psychological disposition in preference of an activity or an action. Situational interest has been conceptualized as a multidimensional construct, including five dimensions: novelty, challenge, attention demand, exploration intention and instant enjoyment. More specifically, define these five dimensions as the following: (a) novelty refers to information deficiency between information known and unknown, (b) challenge is defined as the level of difficulty relative to one's ability, (c) attention demand is the concentrated cognition and mental energy required in learning an activity, (d) exploration is conceptualized as the learning aspects that drive the learner to explore and discover, and (e) instant enjoyment refers to the characteristics that lead the learner to an instant positive feeling of being satisfied. (Chen et al. 2013).

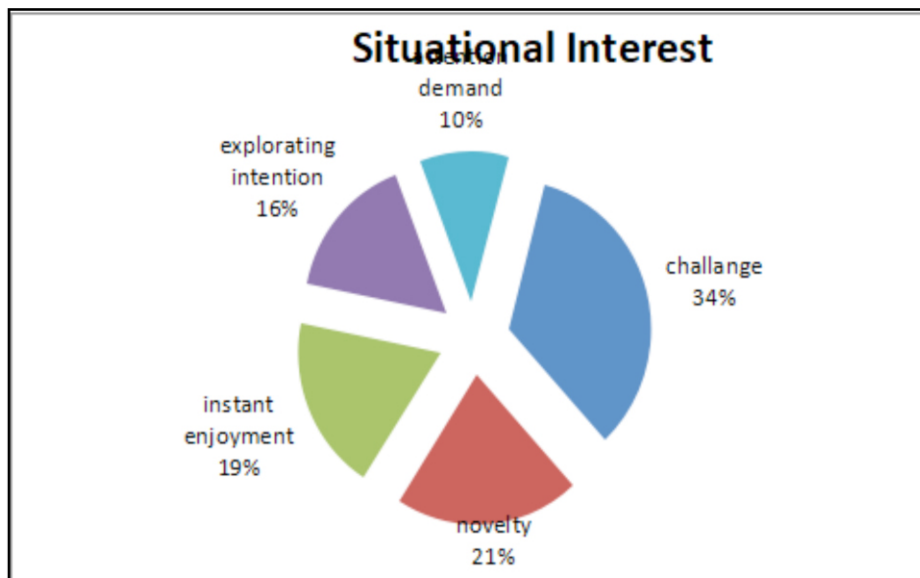
The piece of outdoor education that sits within physical education has traditionally been understood to be much more specifically focused on particular aspects of this: adventure activities, outdoor pursuits, and relevant aspects of environmental education. (Cosgriff, Marg, 2012). The mandate of outdoor education is providing students with opportunities to develop personal and social skills, to become active, safe, and skilled in the outdoors, and to protect and care for the environment (Ministry of Education, 2002). An activity-based focus of adventure activities and outdoor pursuits appears to be central to outdoor education, with the former specifically fostering students' personal and social development and the latter developing particular skills and attitudes in a range of outdoor settings

Outdoor play spaces and activities conducted in these areas can enable children to make effective use of time both physically and mentally if the activities are designed in accordance with their age, development, interests and needs (Towell, 2005). Interest is associated with effort and complexity, often experienced as striving for a goal, curiosity, a sense of wonder and exploration (Vittersø, 2013). Feelings of interest in both the general and remembered situations were related to motivation for prospective outdoor activities, whereas feelings of whole-day pleasure were not directly related to such motivation. However, feelings of pleasure in remembered experiences were related to motivation for prospective outdoor activities. Generally, an interesting peak episode is related more closely to prospective outdoor motivation than is a pleasant peak episode. Løvoll, S. Helga (2016).

RESULT

Data taken from population of collage student at STKIP Pasundan who take part of outdoor education (climbing, hiking and camping) class with a total 96 people. Sampling were taken through total sampling. Data were collected through Situational interest scale. The result show challenge has been highest percentage in a mount of 34%, novelty 21%, instant enjoyment 19%, exploring intention 16% and attention demand 10%. Figure 1 will describe how the situational interest result.

Figure 1 Student Situational Interest After Following Outdoor Education



Based on data on figure 1, challenge has the highest score of the other element of situational interest. Situational interest is the appealing effect of unique characteristics students recognize in a learning task during interaction with the task. It occurs when a learning task gives the learner a sense of novelty and challenge, demands high attention and exploration intention, and generates instant enjoyment during the person-task interaction.(Chen, Ang & Darst W. Paul, 2013).

CONCLUSION

Result of this study show that situational interest of collage student after following outdoor education that challenge has been highest percentage in a mount of 34%, novelty 21%, instant enjoyment 19%, exploring intention 16% and attention demand 10% .

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Traditional Game Sports and the Conservation of Local Culture

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Abstract

Sport is an activity aimed to strengthen, nourish and keep the quality of body and mind. There are many types of sports in the world. However, there are only a few correspond to Indonesia local culture. Therefore, it is a high time to preserve traditional game sport. By preserving traditional game sport, it is expected that the local wisdom will also be generated. Local wisdom is various pattern of action and resulted in cultural artifact. In the broadest sense it is interpreted that the local wisdom unfolds to in whole heritage culture, both tangible as well as the intangible. Whole results culture a (tribe) of the nation is figure from teak self from his thoughts. Teak self-nation that is not something static but experience changes, function in various social institutions, be fine enrichment culture as well competition root culture old tradition.

Keywords: sports, games, traditional, preservation, culture, local.

INTRODUCTION

Indonesia is rich country, the touches of local wisdom are not only reflected in the various creativities, but also visualized in social culture. If it is opened one by one about traditional game culture, the games have a deep meaning. Not only on the effects of socialization, but also the spell of euphoria of love. Love from parents, love to the environment, and empathy to friends.

As a spark of love or expression of affection, the traditional game feels flowing, so without the help of any touch tool comes up. As is known, sincere touches are able to stimulate thousands of nerve impulses to become active. In the game ancung-ancung for example, there is the movement of parents swinging children with chanting legs ancung-ancung for example, there is a movement of parents swinging children with chest feet singing ancung-ancung. In addition, embek-embekan, in this game parents become goats and children ride it.

Indonesia's diversity is so widespread that even traditional games are forked. Perhaps one day these traditional games will be adopted into virtual games. However, are the positive effects being equal? Certainly not! In the game patung-patungan or princess of snow, at the end of the game there is a session into a statue, should not laugh or even smile. Imagine what it's like to bother someone to laugh? Such a sense of closeness and friendship can not be adopted in a virtual game.

As Fad (2014: 6) explains, that humans can not stem technology, however technology is needed to help human life, the obligation is to balance it until adverse technological advances can be minimized. Parents play an important role in the balance, especially with regard to traditional games. Parents who contribute a bit more modern games then very wise to allow children skilled use of modern games. However, how to keep children interested in socializing with joy? For this reason traditional games need to be reintroduced to children.

Regeneration and revisualization are required in traditional games as hunting makes them attractive and easy to accept. Modifications are expected to bridge the differences in interests and the "beban" against the era of computer age and "jamuran". Therefore, the game 'age' 'jamuran' can be accepted by children of the computer age.

Local wisdom is part of the culture of a society that can't be separated from the language of society itself. Local wisdom is usually passed down from generation to generation through word-of-mouth. Local wisdom is in folklore, proverbs,

songs and folk games. Local wisdom as a knowledge found by certain local communities through a collection of experiences in trying and integrated with an understanding of the culture and nature of a place.

According to Reiza (2018), 10 kinds of local Indonesian wisdom. First, sasi (Maluku). Sasi is a customary rule that guides every Maluku in managing the environment including guidelines for the utilization of natural resources. Second, Tembawai (Dayak Iban_Kalimantan Barat). Tembawai is a community forest developed by Dayak Iban people in West Kalimantan, in which there are productive plants such as durian. Third, Hompongan (Orang Rimba Jambi). Hompongan is a grove of forest covering the core area of the Rimba (in Bukit Dua Belas National Park, Jambi) which is deliberately preserved to function as an outside defense fortress. Fourth, Awig-Awig (West Lombok and Bali). Awig-Awig contains customary rules that every citizen of Lombok Barat and Bali must meet, and as a guide in behaving and acting primarily in interacting and managing natural resources and the environment. Fifth, Repong Damar (Krui-West Lampung). Repong Damara tau Hutan Damar is a model of former land management in the form of agroforestry developed by Krui community in West Lampung, which is planting former land of lading with various types of plants, among others Damar, rubber, durian .. Sixth, Kapamalian (Banjar West Borneo) . Kapamalian are the rules (abstinence) in environmental management, for example, the prohibition of opening the sacred forest. Seventh, Monoposad and Moduduran (Bolaang Mongondow South Sulawesi). Moposad and Moduduran are the institutions of help that are important to maintain environmental harmony. Eighth, Undang-Undang Simbur Cahaya (Lahat Sumatera Selatan). Undang-Undang Simbur Cahaya, whose substance partly regulates the importance of environmental conservation. Ninth, Kean Kean (South Sumatra). Kean Kean is a timely calculation for planting certain types of plants associated with astrology. Tenth, Rimba Kepungan Sialang (Melayu Riau). The Malay community identifies the distribution of forest land consisting of 3 (three) parts of the land of cultivation: rimba larangan, rimba simpanan (hak ulayat), and rimba kepungan sialang.

DISCUSSION

Traditional sports in Indonesia

Indonesia is one country rich in traditional games. If the game of the people is developed and arranged in such a way, it is not impossible to become a world-renowned sport. If we observe the history of various sports today, generally comes from simple games. Over time, then made the standard rules and the development of his new form. Then after that, introduced to the crowd and then contested.

The game of the people who exist in the country of Indonesia can also be made worldwide like the sports that already exist today. The trick is to recognize and play it.

According to FE (2017) game people in Indonesia include:

1. Balap Karung

Balap Karung is a traditional game that is often held on the anniversary of Indonesian independence. Almost all islands in Indonesia know and play it. The game is a race running in sacks to reach the finish line as fast as possible. The game enters the lower body to the waist, then skips until the finish line. Sack racing is not only played by adults, children also play. Winners will be awarded prizes. Usually the prize is collected from the dues of local residents. In addition to entertainment and sports arena, sack racing also teaches the meaning of struggle, togetherness, and sense of responsibility.

2. Bambu Gila

Bambu Gila is a traditional game from the Maluku region. This game is played by a few people who lined a bamboo row along the two and a half meters. Then, an elder will guide the game with the accompaniment of percussion music. Bamboo is held up it will gradually get heavier and move around. The players will have trouble grasping and controlling bamboo. The players who are not strong will fall.

3. Bakiak

Bakiak are a traditional game that uses a long clog with some slippers of rubber on it. Then, players slid their legs on each slippers and held each other's players in front of him. This game requires team cohesiveness. The purpose of the game is to run in tune to the specified end point. Its history, clogs, another tarompa galuak, is from West Sumatra. Bakiak include one of the games contested during the celebration of Indonesian independence.

4. Bebedilan

Bebedilan is a war game. Weapons used for war are rifles / rifles from banana leaf lids. The banana leaf is designed to resemble a rifle. This game has been around since the colonial era.

5. Benteng

Benteng is a traditional game played by two groups. Each group has to search its fortress, usually a pole or tree. The purpose of this game is to take over the opponent's castle. Way by touching the opponent's castle or by way of captivating the opposing player. How to capture an opposing player is to touch tuguhnya. This game requires a strategy like a war. In one group, members will share the task of being attackers, bully, spies, and guardians of the castle.

6. Boy-boyan

Boy-boyan is a traditional game originating from West Java. Similar games are also played in different regions of Indonesia under different names. The game is played by two groups. The tool used is a ball and shards of tile or thin stone. How to play is a player consists of throwers and tile guards. This position is determined from the result of hompimpa. The losing party keeps the tile, while the winning is to throw the ball. The thrower must throw the arrangement of tiles from a distance of three meters to collapse. If it has collapsed, the loser will pick up the ball and throw it at the pitcher team. The thrower must avoid the ball sauce rearranging the collapsed tile. The game is over if the pelempar managed to rearrange the tile or the guards managed to throw the ball and hit all members of the throwing group.

7. Cato / Chess Karo

Cato / chess Karo is a typical Karo chess game originally from North Sumatra. This game is similar to ordinary chess. The different is the number of chess children. On the black fruit there are two queens and all the fruit amounted to 17. While white fruit amounted to 20 with the addition of three pawns.

The trip of the king before the skak mat in the cato can move like a horse step (move the letter L), vertical step two boxes, and horizontal steps two boxes. Someone skilled at playing automated cats will be adept at ordinary chess. While the proficient in ordinary chess is not necessarily adept at playing cato.

8. Cato (Chess Aceh)

Cato or Aceh chess is played on a striped board. The cato fruit is placed at the point of the line meeting. This mindset game has two types. Cato war and tiger cato (cato rimueng). In this type of war cato, the winner is the one who consumes the opponents first. While on the type of tiger cato, the winner is who can spend the goat fruit. As for the holders of goats, he is said to win when it can confine the tiger fruit to be free to move again.

9. Congklak

In Sumatra, known for congkak, in Java it is called dhakon, while in Sulawesi it is called the haze. Congkak is played by two people. Arrogant boards are made like boats with many 7 (seven) holes on both sides and 2 (two) at each end. In addition to both ends, the holes are filled with 7 (seven) small seeds or stones.

One player starts the game by picking up one of the contents of the hole, then filling the holes that are dialooned in a clockwise direction. The player will stop if he meets an empty hole. Then, gentian opposing players who play. The purpose of the game is to collect the seeds congklak as much as possible to the parent granary.

10. Debus

Debus is a martial art that demonstrates the immunity of players. Frequent action is to eat fire without burning, rolling over glass flakes, and many other immune demonstrations. This martial art comes from Banten. One is sure, this art can only be done by people who have been trained.

11. Egrang

Egrang are long bamboo poles that have wooden supports on the trunk for standing. In various regions, this game is known by different names. In West Sumatra called the nape, Central Java is called jangkungan, as well as many other names.

The goal of this game is to run the fastest beat the opponent using stilts. In cultural performances, stilts are also often played. Need the ability to maintain a good body balance to be able to play stilts.

12. Galah Asin / Gobak Sodor

Galah Asin has many names in each region. These traditional games are played in teams on the field. Usually, it is played on badminton or field marked with a square line.

The purpose of this game is to block the opponent so as not to successfully pass the stages of garuis back and forth. The line guard teams will be guarded on every vertical or horizontal line. While the players squads try to cross the line with alacrity to be left untouched guards. This game requires good running speed, strategy, and teamwork.

13. Gasing

The name of this game in each region is different. In West Java and Jakarta called gangsing or call. In Lampung called a lemur. In Maluku called apiong. In Nusa Tenggara Barat is called maggasing. In West Sumatra it is called gasing.

According to archaeologists, gasing is the oldest game in the world. Most of the gasing is made of wood. At the bottom center mounted iron as a pivot point. The iron serves as a balance point when the rope is pulled by the player.

How to play this game is to wrap the string on the top. Hold the end of the rope, then throw the top to the ground. Gasing will spin for a while. Various forms of gas. There is a slender, cone, or round oval, depending on the origin of the area.

14. Geude-geudeu

This traditional sport originated from Aceh. This sport is similar to wrestling. Greudeu-greudeu is played by three men. The game is played on the hay at night. In ancient times, the game was held to welcome the harvest season.

Fighters are divided into two groups. The game begins with a challenger who goes ahead challenging two of his opponents (called the challenger's side). The challenger is allowed to use multiple blows to knock down his two opponents, while the challenger can only slam and throw the challenger with both hands holding on.

If the recipient's hand grips the challenge off and one of them collapses, the challenger wins. In the next round, the role position will be swapped so that each player will feel as the challenger.

15. Gulat Bob

Gulat Bob is a traditional wrestling sport originating from Marind Kimaan, Papua. In the beginning, this wrestling is a customary rule that is the inheritance of the ancestors of the Marind Anim people.

This wrestling is done by two troubled parties. After wrestling is complete, it is expected that the two parties will make peace. But over time, bob wrestling turned into a traditional game.

16. **Kambing-kambingan**

This game comes from Minang, West Sumatra. Played by more than six people. Before the start, will be determined who will be the goat, tiger, and guard (cage).

Goats are the targets of catching tigers. While the other players in charge of guarding the goats by making the row of circles of sambal stretching hands, holding each other.

At the beginning of the game, the goat is locked in a cage or in a circle. The tiger will try to break the cage. If a tiger manages to enter, goats may come out of the cage to save themselves. Then, the tiger will chase it until it can. If successful, then the tiger wins. Vice versa.

17. **Karapan Sapi**

Karapan sapi is a traditional game from Madura, East Java. The form of this game is a jockey will pull two cows that are attached to the cart as soon as possible in order to beat the cows of other participants.

Before the race, the cows of the contestants will be paraded around the field wearing decorated clothing. The goal is to relax the muscles of the cow.

18. **Kelereng**

Historically, marbles have been played since 300 years before Christ in Ancient Egypt. In our country, marbles games are often played is a form of game porces.

The way the game porces is first of all forms an equilateral triangle shape of the foot on a flat ground. Then, each player (at least three people) puts marbles a number of mutual agreements on the triangle. Afterwards, players will be drawn to determine who is entitled to shoot marbles inside the triangle first. The purpose of this game is to spend all the marbles in the triangle. Once exhausted, each player targets gaco opponent marbles.

19. **Kaghati**

Indonesian children should be proud of their nation's culture. From the results of research historians, it is known that one of the oldest kites in the world came from Indonesia. Kaghati means a kite. Kaghati comes from the island of Muna, Southeast Sulawesi. The painting of the Sugipatini cave shows a picture of a prehistoric kite over 4000 years old. Local people call this kayang kaghati kalope.

Fly kites are made from dried leaves of kalope (gadung). The ends of the leaves are cut, then put together using a stick of bamboo. As for the rope, used as well as the forest pineapple. Kaghati tradition is still commemorated to this day.

20. **Lompat Tali**

Lompat Tali is one of the many traditional games played by girls in various regions in Indonesia. There are various types of this rope game. The string used is usually a rubber strung together.

The game is played by a minimum of three people. First of all, cast through the hompimpa or suit to determine who is the rope guard. Afterwards, two rope guards will stretch out the rope. The height of this game starts from the sole of the foot, knee, waist, chees, ear, head, then an inch from the head, and top most sejunjung. The players gradually pass through the rope barrier without getting caught. If any player fails to pass the rope, he or she will switch positions as a rope guard. And so on.

21. **Meriam Bambu**

Meriam Bambu comes from the Riau Islands region. Bamboo cannon also played in various regions in Indonesia, only different name. How to play pretty easy. Provide a bamboo stalk about half a meter long and hole the bend.

Hole at one end of the bamboo the size of a finger. Then fill the hole with the back soil. To make it explode like the sound of a cannon, enter the fire using wooden items into the hole.

This game is usually played during Ramadan in various regions. For the most powerful explosion, the team is the winner.

22. Pacu Jalur

Pacu Jalur is a water sport race from Kuantan, Riau Islands, which uses the lane (boat). Boats used in this race is different from ordinary boats, reaching length 25-40 meters. Participants who play in a team consists of 40-60 people. The boats in the competition are decorated in such a way with striking colors. At the head of the boat is usually deliberately carved like animals, such as the head of a tiger, a dragon, and others. The winner is the fastest boat to the finish line.

23. Pacu Jawi

Pacu Jawi are at first glance similar to those of a cow, where the jockey stands between two cows that run fast. But runway jawi contested not in the field, but in the middle of muddy rice fields. In addition, runway jawi held single, meaning that two cows are driven to have no opponent. Therefore, the aspects assessed is whether or not the two cows are running and how long it takes.

This traditional game comes from West Sumatra and is held as an annual event. Pacu jawi has been around since hundreds of years ago. Formerly, the game was held as entertainment after harvest by farmers.

MAINTAINING LOCAL CULTURE

Society is formed through a long history, winding journey, step by step, trial and error. At certain points there are relics that exist or recorded until now which later became a cultural heritage. According to Davidson (1991: 2) cultural warsin is defined as the product or result of the physical culture of different traditions and spiritual achievements in the form of values of the past which became the main element in the identity of a national group. So the cultural chrysanthemum is the result of physical culture (tangible) and cultural values (intangible) of the past.

Cultural values of the past (intangible heritage) is derived from local cultures in the archipelago, including: traditions, folklore and legends, Mother tongue, oral history, creativity (dance, song, drama performances), adaptability and the uniqueness of the local community (Galla, 2001: 12). The local word here refers not to geographical areas, especially districts, with clear administrative boundaries, but rather to cultural areas that often exceed administrative territory and also do not have a firm border line with other cultural areas. The word local culture can also refer to the territory possessed of an indigenous population (inlander) that has been viewed as a cultural heritage. Since the actors of the Republic of Indonesia are the nations themselves, the existing cultural heritage belongs together. This differs from the situation with Australian and American countries whose cultural heritage belongs exclusively to indigenous peoples so that indigenous peoples have the right to ban any utilization activities that would adversely affect their cultural heritage (Frankel, 1984).

Tangible heritage is often classified as immovable heritage and movable heritage. Unmoved cultural heritage is usually in the open and consists of: sites, historic sites, land and water landscapes, ancient and / or historic buildings, land and water landscapes, ancient and / or historic buildings, statues of heroes (Galla, 2001: 8). The cultural heritage of moving is usually indoors and consists of: cultural heritage objects, artwork, archives, documents, and photographs, printed papers, audiovisual tapes, videos and films (Galla, 2001: 10).

Article 1 of the World Heritage Convention divides the physical cultural heritage into 3 (three) categories, namely monument, building, and site (World Heritage Unit, 1995: 45). The meaning of the monument is the result of architectural works, sculptures and monumental paintings, elements or structures of archaeological remains, inscriptions, cave dwellings, and combinations of those features that have important value for history, culture and science. The term "site" means the work of man or a combination of human works of other funds, a territory which includes locations containing archaeological content that have important values for history, aesthetics, ethnography or anthropology.

Physical cultural heritage in Article 1 of Law No. 5 of 1992, concerning Objects of Culture is referred to as 'cultural heritage' in the form of man-made objects and natural objects that are considered important for history, science and culture, while the location containing or suspected to contain cultural heritage objects are called "sites" (article 2 of Law No. 5 of 1992). Heritage objects and sites are studied specifically in archaeological disciplines in the form of revealing human life in the past through the objects it left behind. This is different from the historical disciplines that attempt to reveal human life in the past through the written evidence it left behind.

Various forms of local cultural warisan give us the opportunity to learn local wisdom in overcoming problems encountered in the past. The problem of local wisdom is often neglected, considered irrelevant to the present let alone the future. The impact is a lot of rotting cultural heritage eaten age, neglected, neglected and even abused existence. Yet many of the less powerful nation of history just searching for its identity from the historical and cultural heritage are few in number. We own a rich Indonesian nation with cultural heritage precisely ignore these invaluable assets. What a contradictory condition.

We as a nation with a long travel trail so rich with the diversity of local culture should desperately preserve the cultural heritage that reaches us. Preserving does not mean making something durable and impossible to extinct. Preserving means nurturing for a very long time. So conservation efforts of local cultural heritage bererati efforts to maintain local cultural heritage for a very long time.

Since conservation efforts are an effort to maintain for a long time it is necessary to develop conservation as a sustainable effort (sustainable). So it is not a momentary, project-based, donor-based and elitist-based (no strong community-based) method of conservation. Conservation can not survive and grow if it is not supported by the wider community and does not become a real part of our lives. Preservation experts must step down from their ivory towers and embrace the community into passionate conservation lovers. Preservation should not only remain in the thick books of doctoral dissertations, not just discussed in seminars, let alone just be a hobby of certain people. Conservation must live and thrive in society. Conservation must be championed by the wider community (Hadiwinoto, 2002: 30).

In conclusion, conservation will be sustainable if based on internal strength, local strength, self-help power. Therefore it is necessary the movers, observers, lovers and supporters from various walks of life. Therefore, it is necessary to develop a strong motivation to participate in participating in conservation, such as:

1. Motivation to preserve, maintain and pass on the cultural heritage inherited from previous generations;
2. Motivation to increase the knowledge and love of the next generation of nation to the historical values of personality of the nation from time to time through the inheritance of cultural treasures and cultural values that can be seen, remembered and lived;
3. Motivation to ensure the diversity or variation of the environment;
4. Economic motivation that believes that local cultural values will increase if properly maintained so as to have commercial value to improve the welfare of its users; and
5. Symbolic motivation that believes that the local culture is a manifestation of the identity of a group or society so that it can grow a sense of pride, self-esteem and strong confidence.

CONCLUSION

Based on some of the above description, the writer can conclude in the following things:

1. Traditional sport is a sport originating from various regions in the Territory of Indonesia. This traditional sport is less well known but in this traditional sports area is quite popular and often played. However, at this time the traditional sports began eroded by modern games that make people today are not even less aware of the current traditional sports are still contested such as pencak silat, enggrang, karapan cow, Tarik mine, clogs, salt poles / sodor carts, and phantol.
2. Diverse local culture is a cultural heritage that must be preserved. When other nations that have little local cultural heritage try hard to preserve it for an identity, it is naive if we who have many local cultural heritages then ignore its preservation in order to reach the flying bird while the punai in hand is released.

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Gender Differences in Affecting the Desire to Participate in Outdoor Activity.

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Abstract

Outdoor recreation is the activities done during leisure time which involved with positive value. Besides that, those who participate in outdoor activity will trigger the desire which was separated by the intrinsic desires (the pleasure of participating) and extrinsic desires (future rewards or punishment). The purpose of this study is to identify the desire to participate in outdoor activity among UiTM Perlis Branch, Faculty of Sports Science and Recreation (FSR) students. A total of 120 questionnaires were distributed which consist of 60 male and 60 female students. The data collected were analysed by using the Statistical Package for the Social Science (SPSS) software version 22.0. Descriptive analysis and Independent Sample T-Test were used for statistical analysis. This study was specifically done in understand if there are any significant differences of the internal desire and external desire that affect the desire to participate in outdoor activity among students of FSR at UiTM Perlis Branch in terms of genders. From the study it shows that, there is significant mean differences 0.003 of internal desire in terms of gender and no significant different upon external desire in terms of gender. Thus, this study does reflect and give means for the previous study and the findings leads for future research which can be focusing on the mediating factors influencing the differences in the internal desire for outdoor participation.

Keywords: desire, internal desire, external desire, participation, outdoor activity

INTRODUCTION

Living in the 21st century was such a struggle, this were highly connected with the usage of high development of sophisticated information technology and communication devices. The interdependent on information technology devices and applications was merely created the unhealthy lifestyle especially to the students and even the children. Those devices and applications enables the ability to communicate with others, works as the main source in collecting information's without directly having contact with anyone. However, this capability seems to be one of the crucial problems in socializing as it had confiscated the quality time for keep on participating in sports and recreation which in a certain way had destroyed the healthy lifestyle that should be practiced lifestyle (Adli & Wirdati, 2017). Sport participation was back then being ignored however, few years back it was considered as a significant part in educational process in several countries because of the positive effects that the activities have on student's personality, socialization skills and as well as creating good experience for the participants (Solomon-Moore, Sebire, Thompson, Zahra, Lawlor & Jago, 2016). In general, activities which take place in outdoor recreation, particularly outdoor activities can be defined as free time activities which create interaction between participants and nature and activities which enhance individual's health, spiritual and social benefits (Ardahan & Mert, 2014). According to Papanikolaou, Voutselas, Mantis & Laparidis (2012), outdoor activity "is a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives or for the satisfaction of member affective needs".

According to Kriel, Schreck, and Watson (2016), student's involvement in the outdoor recreation program is important to improve their self-confidence, positive thinking and more perfectness. In addition, outdoor recreation was also a great medium for those who involve in outdoor education as they are able to gain the recreational experiences and the recreational value from outdoor recreation participation (Kriel, Schreck & Watson, 2016).

From the other study done by Gavin, Keough, Abravanel, Moudrakovski & Mcbrearty (2014), participation in physical activity across the lifespan can be influenced by desire factors. Desires can be defined as a condition where we are driven from the “inside” by some needs, impulses, wishes, or motives, and directed towards achieving a goal that from the outside functions as a stimulus for behaviour (Kondrič, Sindik, Furjan-Mandić, & Schiefler, 2013). Karašniece & Ābele, (2016) mentioned that, in a context of a desire to engage in physical activities and sports, the authors most often focused on a difference between intrinsic desires and extrinsic desires. Intrinsic desire refers to everything that drives us from the inside while extrinsic desire refers to what drives us from the outside (Karašniece & Ābele, 2016).

Desires for sport participation differ and a distinction can be made by the intrinsic (the pleasure of participating) desire of men and women when engaging in a sport activity. Mishra & Acharya (2017), said that someone who is intrinsically desired is inspired to participate in sport without being driven by an external incentive. From previous research, it is evident that enjoyment causes men to be more intrinsically motivated than women. Studies done in terms of intrinsic desire reveal that men seem to be more desired by competition and playing to the limit than women when participating in sport.

Previously, Adli & Wirdati (2017) mentioned that outdoor recreation also as a medium for the students to involve with outdoor education with gained the recreational experiences and the recreational value from the outdoor recreation however most of outdoor recreation research conducted in Europe while there is a minimum number of research done here in Malaysia especially in the outdoor education field.

Hence, this was a clear gap in conducting a research in determining the significant differences of desire for participation in outdoor activities in terms of gender.

METHOD

Sampling

120 respondents were selected consist of 60 males and 60 females. All the respondents were students from Faculty of Sport Science & Recreation, UiTM Perlis Branch that have been participated in outdoor activities. The target populations of this study were selected by using cluster sampling.

Instrumentation

The items in the questionnaire were adopted from original questionnaire study by:

- a. Antonio, Fernández-Gámez and Molina-Gómez (2014), on various in feeling the risks and effects of the development of emotional competences with outdoor training on the entrepreneurial intent of university students.
- b. Liepina and Krauksta (2014), on various in students' attitude to and motivation for outdoor life.
- c. Antony and Tomar (2015), on various in investigating participation motives of Saudi University Students towards physical activity at different educational levels.

The questionnaire was divided into three sections which are section A for respondent profile, section B for internal desire and section C for external desire. Four-Point Likert Scale is 1 for Strongly Disagree, 2 for Disagree, 3 for Agree and 4 for Strongly Agree was applied to the questionnaire.

Data Analysis

The Independent T-test, was adopted in analysing the differences of desire for participating in outdoor activity in term of gender

FINDINGS

Table 1
Group Statistics of the Internal Factors that Affect the Desire to Participate in Outdoor Activity among Students of FSR at UiTM Perlis Branch

| Gender | N | Mean | Std. Deviation | Std. Error Mean |
|--------|----|------|----------------|-----------------|
| Male | 60 | 3.43 | .17 | .02 |
| Female | 60 | 3.31 | .23 | .03 |

Table 2
Independent Samples T-Test of the Internal Factors that Affect the Desire to Participate in Outdoor Activity among Students of FSR at UiTM Perlis Branch

| | <u>Levene's Test for Equality of Variances</u> | | <u>t-test for Equality of Means</u> | | | |
|-----------------------------|--|-------------|-------------------------------------|-----------|------------------------|------------------------|
| | <u>F</u> | <u>Sig.</u> | <u>T</u> | <u>df</u> | <u>Sig. (2-tailed)</u> | <u>Mean Difference</u> |
| Equal variances assumed | 4.85 | .03 | 3.08 | 118 | .003 | .115 |
| Equal variances not assumed | | | 3.08 | 108 | .003 | .115 |

According to the result of Independent Sample T-Test (table 1), there is significant mean differences between male and female for the internal factors which are the significant differences is 0.003 which is less than 0.05.

Table 3
Group Statistics of the External Factors that Affect the Desire to Participate in Outdoor Activity among Students of FSR at UiTM Perlis Branch

| Gender | N | Mean | Std. Deviation _s | Std. Error Mean |
|--------|----|------|-----------------------------|-----------------|
| Male | 60 | 3.38 | .16 | .02 |
| Female | 60 | 3.33 | .24 | .03 |

According to the result of Independent Sample T-Test (Table 3 & 4), there is no significant mean difference between male and female for all items of the external factors which are the significant differences is 0.22, which is more than 0.05.

Table 4
Independent Samples T-Test of the External Factors that Affect the Desire to Participate in Outdoor Activity among Students of FSR at UiTM Cawangan Perlis

| | <u>Levene's Test for Equality of Variances</u> | | <u>t-test for Equality of Means</u> | | | |
|-----------------------------|--|-------------|-------------------------------------|-----------|------------------------|------------------------|
| | <u>F</u> | <u>Sig.</u> | <u>T</u> | <u>df</u> | <u>Sig. (2-tailed)</u> | <u>Mean Difference</u> |
| Equal variances assumed | 7.06 | .009 | 1.25 | 118 | .22 | .05 |
| Equal variances not assumed | | | 1.25 | 104 | .22 | .05 |

DISCUSSION

From the findings there are significant differences upon the internal desire in participating for outdoor activities between gender from all the items there are few items that show the differences which are “Enjoy the excitement during the participate in outdoor activity”, $t(118) = 2.87, p = .01$ (Male: $M = 3.48$, Female: $M = 3.20$) this is the first item that shows significant differences for internal desire, this result positively supported the study conducted by Kondrič, Sindik, Furjan-Mandić, & Schiefler (2013), which stated that participation motivation is statistically significant. This means that, there is one factor of difference which significantly differentiates participants by genders in our study for enjoyment during engage in outdoor recreational activities of the participation motivation (Kondrič, Sindik, Furjan-Mandić, & Schiefler, 2013). In addition, Kondrič, Sindik, Furjan-Mandić, & Schiefler (2013) also stated that enjoyment during engage in outdoor recreational activities can cause increases for male participation in outdoor recreation compared to female, not only that, female was reported to be less enjoyable during outdoor recreation activities because they more desire with friend during outdoor recreation activities (Kondrič, Sindik, Furjan-Mandić, & Schiefler, 2013). The second item from the result which is “To gain teamwork experience which might lead to employment”, $t(118) = 2.36, p = .02$ (Male: $M = 3.48$, Female: $M = 3.23$) shows significant differences between male and female. This was aligned with the study conducted by Shafaroud (2015), which showed that the importance of teamwork is significant between genders on level of concern to sport participation, level of sports activity, estimation of activity duration, level of activity, obtaining successful goals, the effect of sports on study, and the reason to participate in sports.

According to Shafaroud (2015) males have more desire on team sport such as hockey, volleyball and basketball while female more prefer desire on individual sport like swimming, tennis and badminton. A study conducted by Chiu, Yusof, Fauzee, Othman, Aman, Elumalai, & Ali (2016) also found that there was a significant difference between male and female in physical activity participation with the male was more active than their female counterpart. From the findings it shows that there are no significant differences between gender upon the external desire in outdoor recreation participation, this was not sync by the study conducted by Cortés, Correa-Díaz, Benjumea-Arias, Valencia-Arias, & Piedrahita (2017) which from their study there is a significant difference between the attitude that students have to the sport and their gender which the male student are perceiving a better attitude compare to female. However, a study conducted by Kaupužs (2013) revealed that the statistical analysis of data shows that there are not significant differences of the total amount and level of physical activity between men and women ($p > 0.05$). So external and regulations are not important meaning for students for participation in physical activities. Which was currently related to the latest findings from this study. As an addition, Lauderdale, Yli-Piipari, Irwin, & Layne (2015), also mentioned that from their study there is no significant difference between genders for the external regulations. It was proven that girls more often reported extrinsic exercise goals (weight control, body tone) than did boys and males are more likely engaged in physical activity because of external regulation, such as family and friends, external pressure and rewards compared with females.

CONCLUSION

As a conclusion, this study is important in determining the differences upon desire for participating in outdoor activities between gender. And from the result for this study it shows that there is a significantly positive synchronization upon findings for the differences for internal desire and there is an argument as for the external desire. There are findings from past research that mentioned there was a significant difference between male and female for both desire but for this study it was significantly no differences for external desire between gender. The differences in results might be caused by the different types of sampling and as well as the limitations of the study. Thus, it was suggested for future study the scope of study should be enlarged and should be combining students from other universities.

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The Relationship between Job Satisfaction and Social Skill

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Abstract

Job satisfaction is one of the elements which had been eagerly discussed; however there is a limited number in study focusing on the relationship between job satisfaction and the dimension in emotional intelligence which is social skill. This study is focusing on the sport organization employees, 148 respondents had giving their cooperation by answering the developed questionnaire. The findings show that, social skill had a positive and significant relationship with job satisfaction. With $p < 0.005$, this shows that there is a significant relationship not to be forgotten the value of correlation is .857 which classified as high level of correlation. This shows that social skill will positively affects the job satisfaction for employees in sport organization.

Keywords: job satisfaction, social skill, sport organization, emotional intelligence

INTRODUCTION

Towards creating a whole new world that is competitive align with other countries, Malaysia had been greatly know in achieving success in the economy, tourism and many other industries. Not to be forgotten, the success in sports had been one of the key factors for Malaysia acknowledgement around the world. For all the success there are a solid foundation behind it and for sports in Malaysia the sport organization plays important role in creating the success for sport industry. In each organization the employees play an important role in achieving the organization goals. According to Ivanko (2013) organization, this statement proved that in organization the employees were the linkers and coordinators in achieving organization goals. By having this it is important to understand how to keep the employees in a good shape both physically and emotionally. According to World Health Organization (2010) a healthy workplace is a place where everyone works together to achieve an agreed vision for the health and well-being of workers and the surrounding community. In addition, it also provides all members of the workforce with physical, psychological, social and organizational conditions that protect and promote health and safety and enables managers and workers to increase control over their own health and to improve it, and to become more energetic, positive and contented (World Health Organization, 2010). From this statement it was also important to understand the state of emotional intelligence of an employee. Emotional intelligence study had evolved ever since the model of emotional intelligence was developed by Daniel Goleman in 1995 which encompasses self-awareness, social skills, self-regulation, motivation and empathy. From five of the dimension the social skill dimension was seemingly related in achieving job satisfaction, thus this study was focusing on identifying the relationship between social skills and job satisfaction among employees of sport organization in Klang Valley.

LITERATURE REVIEW

In Malaysia there are limited numbers of study that is focusing on the relation of job satisfaction and the emotional intelligence dimension which is social skill, not to be forgotten most of the study upon job satisfaction was seemingly focusing on high level of stress organization which is not sport organization. Thus, this study was developed in identifying the relationship upon job satisfaction and social skill among employees in sport organization in Klang Valley. Job satisfaction can be defined as individual differences and the differences in task completing (Benjamin & Melissa, 1998). The degree of satisfaction can be varied as it can be caused by the intrinsic or the extrinsic factors which include in the organization (Baucer 2001). Zainudin Awang and Junaidah Hanim (2010) also mentioned that, job satisfaction may be a contributor for job performance and work commitment, an employee who is satisfied with his job would be performing well and committed to his job and subsequently to his organization. Underlying this,

emotional intelligence seems to be important in an organization. According to Cooper (1997) performed researches reveal that individuals with high levels of emotional intelligence experience more successful job route, establish stronger individual relations and are directed more effectively.

According to Goleman (1995), emotional intelligence is the combination of self-awareness, social skills, self-regulation, motivation and empathy, it is about on how one could understand themselves better. Goleman (1995) also added, nowadays our success was not only will be judge based on how smart we are but as well as how good we are in controlling ourselves. One of the dimension mentioned in the model is social skills and as we are already aware that it is important for us to keep a good social skill. Siti Sarowati (2012) who stated that social skill is an interpersonal element that requires an individual handling others' emotion in a relationship.

FINDINGS

Respondent Background

The samples were selected from the five sports organizations identified in Klang Valley, namely the National Sports Council, Selangor Sports Council, Wilayah Persekutuan Sports Council, Youth and Sport Department Kuala Lumpur, and the Youth and Sport Department Selangor. A total of 190 questionnaires were issued but only 148 questionnaires were completed

Table 1 **. Correlation is significant at the 0.01 level (2-tailed).

| | | Job Satisfaction | Social Skill |
|------------------|---------------------|------------------|--------------|
| Job Satisfaction | Pearson Correlation | 1 | .857** |
| | Sig. (2-tailed) | | .000 |
| | N | 148 | 148 |
| Social Skill | Pearson Correlation | .857** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 148 | 148 |

| | | | |
|------------------|---------------------|---|--------|
| Job Satisfaction | Social Skill | | |
| Job Satisfaction | Pearson Correlation | 1 | .857** |
| | Sig. (2-tailed) | | .000 |

Table 1 shows that job satisfaction had a significant positive relationship with social skills as the $p < 0.005$. Not only that the from the table as well we can see that the correlation level is .857** which is classified as high correlation.

CONCLUSION

As a conclusion it was clear that in this study the employees of sport organizations in Klang Valley find that job satisfaction can be positively related with social skills. A positive improvement or sustaining in social skill may cause positive changes in job satisfaction. As a suggestion for future study, the study could be enhanced to a wider coverage of sport organizations and can be focusing on the sports athletes.

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Minat Dan Sikap Guru Pelatih Terhadap Alam Sekitar Melalui Aktiviti Kembara Program Bina Insan Guru IPGM

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Abstrak

Bina Insan Guru (BIG) merupakan satu wahana ke arah pembinaan dan pembentukan kualiti insan guru yang dihasratkan selaras dengan Falsafah Pendidikan Kebangsaan (FPK) dan Falsafah Pendidikan Guru (FPG). Program ini melibatkan semua pelajar IPGM. Melalui aktiviti yang dirancang pelajar dapat mengenal diri (real-self) dan mampu mengaplikasikan pengetahuan dan pengalaman yang diperoleh ke arah pembangunan diri seorang guru yang lengkap. Aktiviti kembara merupakan salah satu aktiviti wajib dalam program BIG dan merupakan aktiviti yang memperuntukkan masa yang paling panjang berbanding aktiviti lain. Kajian ini bertujuan melihat hubungan antara minat dan sikap guru pelatih terhadap alam sekitar melalui aktiviti kembara. Pengkaji menggunakan kaedah tinjauan yang melibatkan pengedaran borang soal selidik sebagai instrumen utama kepada 30 orang guru pelatih di Institut Pendidikan Guru Kampus Temenggong Ibrahim Johor yang telah menjalani program BIG. Soal selidik terdiri daripada 20 soalan berkaitan dimensi minat dan sikap guru pelatih terhadap alam sekitar. Bagi menjawab soalan kajian pengkaji menggunakan kaedah deskriptif dan inferensi yang dianalisis menggunakan perisian SPSS versi 22. Dapatan kajian menunjukkan terdapat hubungan yang positif antara minat dan sikap guru pelatih terhadap alam sekitar. Melalui aktiviti kembara juga diharap dapat memupuk jiwa dan jati diri guru agar lebih menghargai serta menyayangi alam sekitar.

Kata Kunci: Bina insan guru, alam sekitar, aktiviti kembara dan program bina insan

PENDAHULUAN

Alam sekitar merupakan elemen penting dalam menentukan kesejahteraan dan kualiti hidup manusia sejagat. Perkembangan pesat tamadun manusia menyebabkan kebergantungan manusia kepada dunia sains dan teknologi semakin meningkat. Malangnya kepesatan ini menyebabkan manusia leka dalam menjalankan tanggungjawab memelihara alam sekitar. Kesan kepada aktiviti-aktiviti tersebut telah mula dirasai oleh generasi hari ini. Justeru itu, masyarakat mula sedar dan lebih peka kepada isu-isu alam sekitar. Namun kesedaran untuk sama-sama terlibat mengatasi masalah tersebut masih terlalu rendah. Justeru, guru dilihat sebagai agen utama dalam menyebarkan pendidikan alam sekitar kepada masyarakat. Guru merupakan pembina generasi Malaysia di mana pembangunan modal insan berkualiti tinggi merupakan suatu keperluan dalam usaha melahirkan rakyat yang berilmu, berkemahiran serta memiliki kekuatan spiritual dan sahsiah yang unggul. Bagi menjayakan wawasan dan matlamat pendidikan ini, guru-guru perlu memiliki dan menguasai kekuatan ilmu dan intelek yang tinggi, penguasaan kemahiran dan teknologi baru, penghayatan nilai dan etika keguruan serta kekuatan peribadi dan sahsiah yang terpuji selaras dengan hasrat negara.

Setiap manusia yang hidup di alam ini bertanggungjawab untuk menjaga alam sekitar. Ini adalah kerana alam sekitar mempunyai hubungan yang sangat rapat dengan kehidupan manusia. Menurut Hungerford et al, (1988), persekitaran yang baik bergantung kepada masyarakat atau warga dunia dan kita merupakan warga dunia yang menjadi sebahagian daripada alam sekitar. Segala aktiviti dan amalan harian manusia akan memberi kesan kepada alam sekitar. Menurut Grove (2002), akibat daripada kemusnahan alam sekitar ialah kematian ribuan manusia di seluruh dunia. Semua yang berlaku di atas adalah akibat kurangnya kesedaran manusia terhadap penjagaan alam sekitar. Oleh itu, jalan terbaik ialah memberi kesedaran kepada masyarakat untuk mengubah sikap dan amalan mereka terhadap alam sekitar. Pemikiran manusia harus diubah daripada sikap mementingkan diri atau anthropocentric kepada berfokus alam sekitar iaitu eccentric (Callicott, 2000; Knapp, 1999). Ini adalah kerana sikap terhadap alam sekitar mempengaruhi tingkah laku seseorang terhadap alam sekitar.

Pelaksanaan program Bina Insan Guru (BIG) lebih menekankan kepada pembelajaran di luar bilik darjah secara alamiah dalam konteks dan situasi sebenar selaras dengan usaha memperkasakan ilmu, kemahiran, data intelek, nilai dan akhlak keguruan di kalangan pelajar. Di samping program dan aktiviti yang dirancang secara khusus, usaha pembinaan insan guru yang unggul ini juga diperkukuhkan melalui aktiviti tutorial dan budaya Institut Pendidikan Guru (IPG). Kajian lepas lebih banyak tertumpu kepada kajian berkaitan tahap pengetahuan dan sikap terhadap alam sekitar berbanding dengan minat. Justeru, kajian ini dijalankan untuk mengenal pasti pengaruh minat terhadap sikap seseorang individu.

Minat dan Sikap terhadap Alam Sekitar

Menurut Zulzana et.al (2012) minat dan sikap terhadap sesuatu perkara merupakan aspek penting dalam menentukan kejayaan perkara tersebut. Minat mempunyai kaitan dengan sikap, yang bermaksud seseorang akan bersikap positif terhadap sesuatu perkara sekiranya meminati perkara tersebut. Seterusnya perkaitan antara minat dan sikap ini akan menghasilkan sesuatu yang bermakna dan berkesan. Kebiasaannya pelajar akan melakukan perkara-perkara yang diminati sahaja (Nadzalinda, 2015). Malah, minat juga boleh mendorong pelajar berusaha bersungguh-sungguh kerana minat boleh menjadi daya penggerak dan mempunyai pengaruh yang besar kepada seseorang terhadap sesuatu mata pelajaran (Syaza, Sharini dan Asmawati, 2014).

Sikap menurut Rokeach (1973) adalah kecenderungan untuk bertindak balas, memihak atau tidak memihak kepada situasi, individu, objek atau konsep. Alam Sekitar merupakan elemen yang berkait rapat dengan kehidupan manusia. Kebergantungan manusia kepada alam sekitar mencukupi pelbagai aspek kehidupan termasuklah dari segi keperluan asas sehinggalah untuk memenuhi keperluan serta kehendak kehidupan. Alam sekitar yang sihat dapat menjamin kualiti hidup manusia sejagat yang sejahtera. Dewasa ini, khazanah alam ini semakin pupus ditelan zaman akibat kepesatan ketamadunan manusia. Pertumbuhan jumlah penduduk menuntut kepada pembangunan berasaskan sains dan teknologi. Malangnya pembangunan dan sikap masyarakat yang tidak bertanggungjawab telah membawa kepada kesan negatif kepada alam sekitar dan seterusnya mempengaruhi kualiti hidup manusia (Jamilah et al. 2011).

Kajian Jamilah et al. (2011) mendapati walaupun tahap pengetahuan alam sekitar masyarakat tinggi, namun sikap dan amalan orang awam terhadap penjagaan alam sekitar berada pada tahap yang rendah. Ini menunjukkan bahawa pengetahuan sahaja tidak dapat menjamin sikap dan amalan yang positif terhadap alam sekitar. Kajian ini cuba melihat adakah faktor minat akan membawa sikap yang positif terhadap alam sekitar. Minat dan sikap terhadap alam sekitar merupakan asas kepada perubahan amalan hidup dan tingkah laku masyarakat terhadap pelaksanaan tanggungjawab yang menjurus ke arah cintakan alam sekitar. Kajian Mustafa (2013) menunjukkan terdapat hubungan yang signifikan antara kebimbangan terhadap kualiti alam sekitar dengan efikasi diri guru sekolah terhadap pendidikan alam sekitar.

Aktiviti Kembara dalam Program Bina Insan Guru (BIG)

Program BIG yang merupakan satu strategi pemupukan kemahiran insaniah dalam kalangan pelajar di Institusi Pendidikan Guru Malaysia (IPGM). Program BIG adalah diwajibkan kepada semua pelajar IPGM. Program BIG ini diharap dapat menimbulkan kesedaran dan keinsafan dalam membentuk jati diri seorang guru seterusnya membantu merealisasikan wawasan negara selaras dengan Falsafah Pendidikan Kebangsaan. Sementara aktiviti kembara pula merupakan aktiviti utama dalam program BIG selain daripada perkhemahan, aktiviti di air. Aktiviti kembara merupakan aktiviti utama kerana memperuntukkan jam paling besar iaitu selama tujuh jam.

OBJEKTIF KAJIAN

Secara khusus objektif kajian ini adalah untuk:

- i. Menilai tahap minat pelajar terhadap alam sekitar melalui aktiviti kembara.
- ii. Menilai tahap sikap pelajar terhadap alam sekitar melalui aktiviti kembara.
- iii. Melihat perbezaan antara minat dan sikap pelajar terhadap alam sekitar melalui aktiviti kembara.

METODOLOGI KAJIAN

Reka bentuk kajian ini adalah menggunakan pendekatan kuantitatif dalam bentuk tinjauan. Instrumen soal selidik telah digunakan dalam kajian ini. Seramai 42 pelajar semester 6 yang telah menjalani program BIG dijadikan sebagai responden dalam kajian ini. Kajian ini dijalankan di Institut Pendidikan Guru Kampus Temenggong Ibrahim, Johor.

DAPATAN KAJIAN

i. Demografi

| Jantina | Jumlah | Peratus (%) |
|-----------|--------|-------------|
| Lelaki | 7 | 16 |
| Perempuan | 35 | 83.3 |
| Jumlah | 42 | 100 |

ii. Tahap minat pelajar terhadap alam sekitar melalui aktiviti kembara

| Bil | Item | Min | Tahap |
|-----|--|------|--------|
| 1 | Saya gembira untuk melaksanakan aktiviti kembara dalam program Bina Insan Guru. | 4.38 | Tinggi |
| 2 | Saya suka menikmati keindahan flora dan fauna sepanjang aktiviti kembara. | 4.57 | Tinggi |
| 3 | Saya sedih jika aktiviti kembara di Institut Pendidikan Guru tidak dapat dilaksanakan. | 4.29 | Tinggi |
| 4 | Saya gembira melaksanakan aktiviti mengenali spesies flora dan fauna dalam aktiviti kembara. | 4.45 | Tinggi |
| 5 | Saya tidak suka melihat pencemaran alam sekitar sepanjang aktiviti kembara. | 4.69 | Tinggi |
| 6 | Saya mula mengambil berat dengan aspek berkaitan pemeliharaan dan pemuliharaan alam sekitar setelah melalui aktiviti kembara. | 4.38 | Tinggi |
| 7 | Setelah tamat aktiviti kembara, saya lebih menghargai alam sekitar. | 4.50 | Tinggi |
| 8 | Saya percaya dengan mempunyai pengetahuan sedia ada yang berkaitan alam sekitar saya akan merasa minat melakukan aktiviti-aktiviti penghayatan alam sekitar. | 4.45 | Tinggi |
| 9 | Saya berminat untuk melibatkan diri berkaitan alam sekitar selepas ini. | 4.29 | Tinggi |
| 10 | Aktiviti kembara adalah aktiviti paling digemari dalam program Bina Insan Guru. | 4.17 | Tinggi |

iii. Tahap sikap pelajar terhadap alam sekitar melalui aktiviti kembara

| Bil | Item | Min | Tahap |
|-----|---|------|--------|
| 1 | Saya berasa teruja untuk menyertai aktiviti kembara. | 4.17 | Tinggi |
| 2 | Saya mematuhi semua arahan ketika melaksanakan aktiviti kembara seperti tidak merosakkan flora. | 4.67 | Tinggi |
| 3 | Saya mengamalkan penghayatan alam sekitar dengan tidak membuang sampah demi memelihara kebersihan alam sekitar semasa aktiviti kembara. | 4.64 | Tinggi |
| 4 | Saya sayang alam sekitar selepas melalui aktiviti kembara ini. | 4.48 | Tinggi |

Ho1: Tidak terdapat perbezaan yang signifikan antara minat pelajar terhadap alam sekitar melalui aktiviti kembara.

Ha1: Terdapat perbezaan yang signifikan antara minat pelajar terhadap alam sekitar melalui aktiviti kembara.

Ho2: Tidak terdapat perbezaan yang signifikan antara sikap pelajar terhadap alam sekitar melalui aktiviti kembara.

Ha2: Terdapat perbezaan yang signifikan antara sikap pelajar terhadap alam sekitar melalui aktiviti kembara.

PERBINCANGAN

i. Tahap minat pelajar terhadap alam sekitar melalui aktiviti kembara

Dapatan keseluruhan menunjukkan tahap minat pelajar terhadap alam sekitar melalui aktiviti kembara berada pada tahap yang tinggi. Antara elemen yang membuatkan minat mereka terhadap penjagaan alam sekitar ialah bila mana mereka tidak suka melihat pencemaran alam sekitar sepanjang aktiviti kembara. Min skor yang diperolehi ialah 4.69. Ini jelas menunjukkan bahawa nilai dan etika yang tinggi dalam diri masing-masing membuatkan mereka meletakkan perasaan tidak selesa bila melihat alam sekitar dicemari. Alam sekitar merupakan segala benda hidup dan bukan hidup yang wujud secara semula jadi di permukaan bumi, atau sebahagian daripadanya. Alam sekitar memainkan peranan yang penting dalam kehidupan harian kita. Alam sekitar yang tidak tercemar memberikan kita satu suasana yang selesa dan menyamankan. Di samping memberi keselesaan kepada manusia, aktiviti-aktiviti pembangunan sedikit sebanyak menjejaskan negara sekiranya alam sekitar di negara kita tidak dijaga dengan baik. Amalan menjaga kebersihan merupakan tuntutan semua agama. Persekitaran yang bersih penting untuk mewujudkan kehidupan yang sihat dan sejahtera.

ii. Tahap sikap pelajar terhadap alam sekitar melalui aktiviti kembara

Berdasarkan dapatan kajian, minat pelajar terhadap alam sekitar melalui aktiviti kembara adalah tinggi. Ini dapat dilihat melalui min skor yang diperolehi iaitu 4.90. Dalam aktiviti kembara pelajar bersetuju bahawa nilai-nilai murni terhadap penjagaan alam sekitar sepanjang aktiviti kembara merupakan aspek terpenting dalam memastikan pengendalian ekologi tersebut. Pemeliharaan muka bumi perlu dijalankan bagi menjamin bekalan sumber makanan, sumber kesihatan untuk menghasilkan ubat-ubatan, ia turut berperanan sebagai sumber kecantikan, keindahan dan kedamaian di samping udara yang bersih. Justeru, semua lapisan masyarakat haruslah bekerjasama dan saling membantu dalam memelihara alam sekitar supaya kebersihan alam sekitar dapat ditingkatkan dalam kehidupan kita.

iii. Perbezaan antara minat dan sikap pelajar terhadap alam sekitar melalui aktiviti kembara

Dapatan menunjukkan minat pelajar terhadap alam sekitar melalui aktiviti kembara adalah tidak signifikan ($t = -1.061$, $df = 40$, $p > .05$). Ini bermakna tidak terdapat perbezaan yang signifikan antara minat pelajar terhadap alam sekitar melalui aktiviti kembara dan H_0 diterima. Sementara itu, dapatan sikap menunjukkan juga tidak signifikan ($t = -1.352$, $df = 40$, $p > .05$). Ini bermakna tidak terdapat perbezaan yang signifikan antara sikap pelajar terhadap alam sekitar melalui aktiviti kembara dan H_0 diterima. Ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara minat dan sikap pelajar terhadap alam sekitar melalui aktiviti kembara.

KESIMPULAN/ RUMUSAN

Kesimpulannya, kita mesti sedar akan kepentingan memelihara alam semula jadi yang masih ada pada hari ini. Usaha-usaha memupuk kesedaran masyarakat terhadap kepentingan alam sekitar terus dilakukan oleh pelbagai pihak di negara ini seperti kempen kebersihan, perkhemahan alam sekitar bagi belia, seminar, bengkel, pameran, promo media dan penerbitan bahan-bahan cetak. Semuanya adalah bagi meningkatkan pengetahuan, kesedaran dan penyertaan orang ramai bagi memelihara alam sekitar. Pemuliharaan alam sekitar adalah tanggungjawab bersama. Setiap generasi perlu turut serta supaya pembangunan lestari dikekalkan supaya dapat dinikmati sehingga generasi akan datang.

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Participants Perceptions of Risk Management Levels Among Mountain Guide “Trans Cus” Climbing

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Abstract

Recreational activities such as hiking are not exempted from various safety and accident issues during activities. Risk management practices are essential in managing mountain climbing activities to be free and safe from any incident of injury. Based on the theory of Petersen (1982), accidents refer to the weakness in the management of an organization causing accidents to occur. This study was conducted to determine the participants' perceptions of risk management levels among mountain guide “Trans Cus” climbing of the two highest mountains, Mount Camah in Kelantan and Mount Ulu Sepat in Perak State Park. A set of questionnaires were distributed to 16 participants selected through purposive sampling and the data collected were analysed using SPSS version 20.0 Software. The findings of this study suggest that mountain guides need to adapt risk management practices to carry out “Trans Cus” mountain climbing activities at high risk climbing routes. It is recommended for the guides to use specific explanation and demonstration methods to deal with the risks so that the priority of outdoor recreational activities at risks outdoor activities of interest to mountaineering enthusiasts will be reduced optimally. The finding show that the level of risk management perception is at the moderately high level of responsibility; safety regulation and emergency equipment.

Keywords: Mountain Guide, Risk, Mountain Climbing

INTRODUCTION

Many mountaineering enthusiasts seek satisfaction especially when they reach the mountain top which becomes a personal pride to them. Climbing activities based on natural attractions is a recreational activity which has its own enthusiasts among the society. According to (Hamid, Ahmad & Awing, 2016) recreation is a form of activity conducted at free will and voluntarily to fill up free time. The increasing demand from mountaineering enthusiasts gives new opportunity to rural development as well as promoting health to the society (Smith & Puczko, 2014). The rise of recreational activity especially mountain climbing amongst the society has received an amount of attention from the government and recreational activity centre management in relation to safety issues.

The increase of demand towards an activity is highly related to accident rates in recreational spots. Thus, the regulation in relation to safety measures of manager and recreational enthusiast needs to be introduced in order to evaluate the level of climate change in recreational spots for the purpose of avoiding accidents. The risk of recreational activities mainly occurred in earth demography with varied structure at the mountain and forest compound which become the important resource to tourism industry amongst local residents (Wo'ran & Arnberger, 2012). The aim of this study is to measure the level of risk management in recreational activity places in “Trans Cus” climbing at the two highest mountains conducted amongst mountain guide. The significant of this study is to facilitate mountaineering enthusiasts to evaluate the safety of mountain climbing activity in its nature. Other than that, it is hoped that this study will become a reference to the manager and mountain guide in Malaysia for the purpose of enhancing and increasing the relative safety features in conducting the mountaineering activity.

In Malaysia, the labour safety and health act (1994) has outlined the minimum requirements as a guide in managing workers' safety and health issues. The Act places the responsibility for reducing the risk of accidents. According to (Mohd Yusof, 2000) in his study stated that effective supervision would be can reduce accidents, as supervisors know

the level of work execution, the same there is work according to information, safe working instructions and training given. If possible safe work instructions are less effective, they can be updated and enhanced, if safe work instructions are not followed, action can be taken against employees because exposing themselves to danger. Therefore the study is based on the theory of Petersen accident (1982) which refers to individuals or organizations against weaknesses in security management systems resulting in accidents. This study only looks at three important aspects of risk management practices namely responsibility commitments, regulatory management and emergency management tools.

PROBLEM STATEMENT

Safety feature in recreational activity is highly significant in order to avoid as well as reduce the risk of accidents from happening. The main focus on risk is conducted by evaluating the probability of accidents occurring. The evaluation is important because regardless of the focus given towards safety aspects, accidents and danger are prone to happen. In Malaysia, the development of mountaineering activity is highly fancied by its enthusiasts and the society (Johannis, 2016). The mechanism of mental awareness towards the safety of recreational activity enthusiasts is very important in reducing danger and at the same time, ensuring safety by applying the related safety procedures (Dougherty 1998).

Safety aspects which cause injury and accidents are influenced by many factors in relation to risk management practices especially towards recreational activity. The increase of accidents in sports and recreational activity give huge impact to the recreational industry especially to mountain guide which a profession. According to (Paul, 2012) the increase of injury causes a decreasing demand towards activity organised. Among the identified weakness in risk management (Richard, 2005) in relation to safety are aspects such as safety equipment management, facility management, certified trainer status and first aid skill.

Due to the high frequency of accident in sport and recreational activity, it causes various negative complications. According to study conducted by (Jaffry, Taib & Norlena 2015), it is stated that the problems in relation to risk management practices in Malaysia have become a major concern while the injury cases are gaining more attention from the media. The negative complications become a concerning issue for the guardians and parents in allowing their children to be involved in sports and recreational activity due to the worry of injury risks (Mawarni, Mohd Sofian, Lee, Zarina & Rosli 2006).

Thus, fans of recreational activity need to pay close attention towards safety aspects in relation to the climbing equipments as well as the behaviour of climbing participants because a guide requires to prepare the necessary facilities and abide by the safety guidelines as well as practicing the safety aspects in reducing the risks of accidents. In recreational activity necessity such as climbing, fundamental requirements need to be taken into consideration. Referring to Hierarchy of Needs as proposed by Maslow (1954), basic needs that requires fulfilment should begin at the bottom of the hierarchy. This theory is also applied in the aspects of risk management during mountain climbing recreational activity. For example, the condition of place and level of fitness are the basic necessities which are important factors in recreational activity necessities for mountaineering activity prior to fulfilling other needs. In fulfilling the necessity of mountain climbing recreational safety, consideration towards three main factors are interrelated during the process of climbing which are knowledge, skill and responsibility in the activity. This is because it involves not only the safety issue of oneself; it also involves the safety issues of others. Recreational manager plays an important role in fulfilling the safety of place, rules, facilities and responsibility of a guide.

Development of recreational mountaineering that is becoming increasingly widespread as well as vast participations also affects some problems in terms of safety and other related issues. Opportunities for service towards climbing activity are certainly closely related to the risk of injury and accidents. According to (Erten, 2008) global issue that is frequently spoken of by the society is an association between humans and the environment. Both human and environment are connected and dependent on each other based on the forms of recreational activities. If risk management is taken lightly by recreational enthusiasts, then the environment might also be the cause of the accident and injury. Moreover, it is made worse when influenced by other factors such as negligence and so forth. So as an individual who makes mountain guides as a professional career it is deserved to be looked respect because the

responsibility is very heavy. A mountain “guide” takes the risk of dealing with various obstacles such as law, image and financial loss to ensure participants are safe and enjoy value and satisfaction in mountain climbing activities. Expertise in the field of mountain guides should be given assistance and attention by the government as well as enforcement in the form of finance, knowledge, assets, and others.

THE PURPOSE OF THE STUDY

This study was conducted to assess the perceptions of mountain climbers on mountain guide risk management practice in carrying out climbing activities. Exercise practices reviewed are responsibilities, regulation and emergency equipment.

OBJECTIVE

This study was conducted to achieve the following objectives:

- i. Identify the level of perceptions of participants on the risk management practiced

CONCEPT FRAMEWORK

The conceptual framework of the study is to describe and predict events in a systematic manner as well as to briefly deal with the study. The conceptual framework of the study is used as a guide in diagram 1.

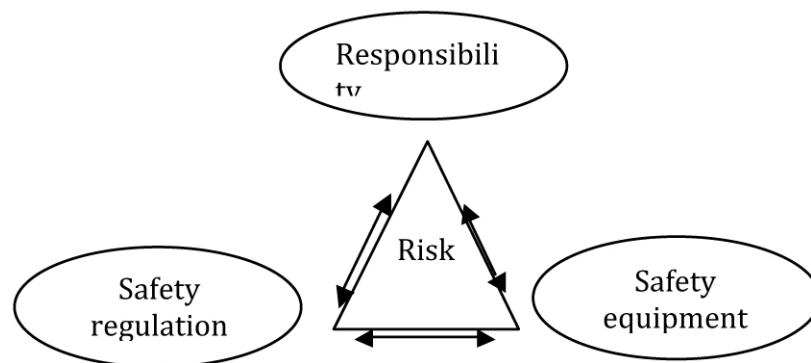


Diagram 1. conceptual framework study

METHODOLOGY

This descriptive study uses observation design to answer research questions on the participants’ perceptions of risk management levels among mountain guides in climbing. The quantitative data is collected by using questionnaires. In this study, several forms of risk management practices were identified as variables. The respondents of the study consists of 16 participant climbers who climbed the two highest mountains in “Trans Cus”. Sampling method used in this study is the purposive sampling whereby the researcher identifies target groups to be studied and the respondents were exposed to mountain climbing outdoor recreational activities. Questionnaires were distributed to participants on the last day in order to avoid circumstances such as event or information to be forgotten or ignored. Questionnaires from the previous studies was adapted and used in this study. 5 points Likert scale was used to measure dependent variable in this study. The instrument is divided into several sections such as the following:

- Section A: Background and demographic characteristic.
- Section B: Management responsibility
- Section C: Safety regulation
- Section D: Safety equipment

The study only took 16 samples from participants who participated in climbing activities to see the actual effects during the 6-day activity. A sample of 16 people is a factor that affects the impact on safety factors which is a limitation especially on climbing activities that require a long period of 6 days against to people as a mountain guide. According to a study by (statSoft, 2010) states the size of the sample is a factor that affects the effect of a study. The result of descriptive data was collected and analysed using percentage statistic method in order to clarify the overview of variable characteristic being studied. Raw data collected through the questionnaires which was distributed was transferred to be analysed using SPSS version 20.0. Data entered into the software was analysed using descriptive analysis method.

RESULT OF STUDY

Table 1: Demographic characteristics of participants analysis result (N = 16)

| Characteristic | Number of hikers |
|---|------------------|
| Male | 12(75.0) |
| Female | 4(25.0) |
| Experience Level (n=16) <i>The number of mountains climbed (2 thousand meters above)</i> | |
| More than 2 | 4(25.0) |
| More then 5 | 12(75.0) |
| Never | 0(0.00) |

From the total respondents in this study, 12 respondents are male which makes up 75% of the total respondents. Meanwhile, there are 25% female respondents which equals to 4 respondents. The age of respondents in this study is between 25 to 50 years old. Nonetheless, this study focuses more on participants who have climbed one of the mountains with two thousand meters above.

Table 2: Factor analysis result (N = 16)

| Safety Aspect | Mean |
|------------------------|------|
| Manager Responsibility | 3.76 |
| Safety Regulation | 3.91 |
| Safety Equipment | 3.39 |

Based on the analysis on safety aspects, Table 1 shows the overall findings of the mean measure (men measure). The results show that guide is responsible and has the qualification in the matter of giving services to the participants in mountaineering activities. The confidence of participants towards the guide is very good. It shows a high mean value towards the responsibility of manager to the safety factor with the mean score (mean=3.76). Next Safety regulations, The results show that guide pays close attention to safety rules and regulation in conducting mountaineering activity which shows a high mean value with the mean score of (mean= 3.91). Guide ensures that the activity conducted has clear safety procedure to the participants. Analysis Safety equipment the results show that the mean value for safety equipment is at high level with the mean value (mean=3.39). Guide needs to ensure the equipment related to safety issues is informed to the participants and should not wait until the accidents occur. The findings show no difference in the safety of the third aspect. Only insights on the aspect of emergency equipment only show a slightly lower mean value. Overall, perceptions of safety levels have been agreed upon by respondents at a good level and can contribute to safety.

FINDINGS DISCUSSION

Findings of risk management perception analysis through mountain climbing activities also get a high level of consent. Referring to the study by (Hasley, 2012), the risks always exist in sports activities which can also be found

in recreational hiking activities. Therefore, there should be a systematic system by individuals who have received training in risk management to minimize risks and claims related to negligence. Referring to view by Hasan (2014), the manager's responsibility to supervise sports programs is also used in outdoor recreation activities such as hiking. Mountain guides should always be with the participants, they cannot leave the participants during the activity. This is because in the event of an accident during an activity, the guider may be charged for negligence.

The responsibility of safety manager is important whereby a guide needs to be ready in the matter related to safety in carrying out recreational activities. A guide needs to equip himself with high skill and knowledge in relation to mountaineering risks. According to (Christian, Bradley, Wallace, & Burke, 2009) safety behaviour is closely related with knowledge, ability and motivation. Knowledge on safety is a matter of having knowledge and understanding about the dangers as well as the secure work methods, while safety motivation is the readiness of the individual to operate in a safe state. Example for this includes the commitment to provide certified or qualified professionals, often retains and repairs the facilities and equipment as well as provides test record to foster responsibility in mountaineering activity; and to help those involved in the activity to project the healthy, calm and safe emotions. When the manager shows the commitment to putting the interests on safety issues, it makes people to feel safer and more welcome, as mentioned by (Abudayyeh et al, 2006). This shows that the importance of safety commitment in mountaineering activities needs to be known and practised.

Recreational activities need to have laws or regulations that determine the management involving hiking. According to (Fuller, 1999) study where sports activities and programs also apply rules and regulations. Similarly, mountain hiking recreation activities are key element in ensuring the safety of activities. The warning-based supervision aspect and instructions as well as emergency management in an efficient and effective risk management practice are important to create a safe and environmentally-friendly atmosphere. Based on the analysis, the researcher found that the supervision on the aspects of responsibility, rules and facilities should be used as a practice. Participants will be more confident in implementing sports activities safely through good risk management practices.

This study has produced a guide that can be practiced by guides in mountaineering activities. Individual involved in recreational activities can use this guide to evaluate the actual perception towards recreational safety at their place. Safety situation is constantly changing with variety of conditions, therefore periodical re-evaluation is required as precautions. When a manager identifies low security or risk management level, they can immediately improve the quality of recreational safety to protect the safety of a person. According to (Ammon & Brown, 2007) effective risk management plan requires the appropriate development, implementation and management accordingly. Developing a risk management plan involves three steps namely identifying risks, classifying risks, and selecting treatment methods for risks. Outdoor recreational enthusiasts specifically mountaineering and its practitioners need to identify the potential risks that can occur during conducting outdoor recreational activities.

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Permainan Tradisional dalam Meningkatkan Gerak Dasar dan Percaya Diri Siswa Sekolah Dasar

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh permainan tradisional terhadap gerak dasar dan rasa percaya diri siswa sekolah dasar. Metode penelitian yang digunakan adalah metode eksperimen dengan One Shoot Case Study Design. Populasi penelitian adalah seluruh siswa kelas V SDN Kiarapayung berjumlah 50 orang, teknik pengambilan sampel menggunakan total sampling. Instrument yang digunakan adalah tes motor ability dan angket percaya diri. Hasil penelitian menunjukkan bahwa, 1) Terdapat pengaruh yang signifikan permainan tradisional terhadap kemampuan gerak dasar siswa; 2) Terdapat pengaruh yang signifikan permainan tradisional terhadap rasa percaya diri siswa.

Kata Kunci: Permainan Tradisional, Gerak Dasar, Percaya Diri

PENDAHULUAN

Bermain merupakan sebuah kegiatan yang sangat akrab dengan kehidupan manusia. Pada saat manusia berada dalam proses pembentukan diri dari kanak-kanak menuju dewasa, tidak satupun diantara individu manusia yang tidak mengenal permainan, salah satunya permainan yang disebut permainan tradisional. Perkembangan olahraga tradisional baik dimasyarakat maupun di sekolah sudah jarang diterapkan.

Permainan tradisional di Indonesia merupakan salah satu kebudayaan Indonesia, oleh karena itu perlu dilestarikan. Permainan tradisional merupakan warisan leluhur dan tradisi budaya. Hampir di setiap daerah di Indonesia mempunyai ciri khas olahraga permainan tradisional. Danandjaja dalam Misbach (2006:6) mengatakan "Jika dilihat dari akar katanya, permainan tradisional tidak lain adalah kegiatan yang diatur oleh suatu peraturan permainan yang merupakan pewarisan dari generasi terdahulu yang dilakukan manusia (anak-anak) dengan tujuan mendapat kegembiraan.

Namun permainan-permainan tradisional kini semakin terkikis keberadaannya, khususnya di daerah perkotaan untuk anak-anak sekarang ini banyak yang tidak mengenal permainan tradisional yang ada, padahal permainan tradisional adalah permainan warisan nenek moyang rakyat Indonesia. Setiap daerah di Indonesia memiliki permainan tradisional, permainan tradisional tiap daerah biasanya tidak sama tidak seperti permainan jaman modern sekarang ini, seperti permainan teknologi yang rata-rata memiliki kesamaan seperti permainan (game) yang ada di computer maupun handphone.

Banyak manfaat yang dapat diambil dalam permainan tradisional, baik dari aspek fisik maupun mentalnya. Dari aspek fisik salah satunya adalah untuk meningkatkan gerak dasar anak. Sebagaimana yang diungkapkan oleh Puspitaningsari & Ahmad (2016) melalui penelitiannya yang mengatakan bahwa permainan tradisional lebih efektif dalam meningkatkan kemampuan gerak dasar lokomotor. Selanjutnya Rusmawati & Hartati (2016) mengatakan ada pengaruh yang signifikan dari penerapan permainan tradisional terhadap gerak dasar motorik siswa. Kemudian penelitian Kusumawati (2017) mengungkapkan ada pengaruh latihan permainan tradisional terhadap hasil gerak dasar lari, lompat, dan lempar siswa SD.

Dari beberapa penelitian yang telah diungkapkan, dapat diketahui bahwa permainan tradisional dapat meningkatkan kemampuan gerak dasar. Ini mejadikan indikasi bahwa permainan harus terus diterapkan dalam

pembelajaran, khususnya bagi siswa sekolah dasar, karena ini akan berpengaruh baik terhadap pertumbuhan dan perkembangan gerak siswa.

Namun sekarang ini, dengan masuknya teknologi yang canggih, tidak menutup kemungkinan olahraga permainan tradisional ini akan punah apabila tidak dilestarikan oleh penerus bangsa sendiri. Ditegaskan oleh Dharmamulya, dkk (2008:28). mengemukakan bahwa: "Realitas perubahan-perubahan yang terjadi pada fenomena permainan tradisional anak di Jawa, dan mungkin di Indonesia pada umumnya, paling tidak terdapat tiga pola perubahan, yaitu (1) menurunnya popularitas jenis-jenis permainan tradisional tertentu; (2) munculnya jenis-jenis permainan anak tertentu; dan (3) masuknya jenis-jenis permainan baru yang modern." Selain itu juga faktor pengaruh lainnya adalah masuknya pesawat TV ke daerah-daerah pedesaan, juga keterbatasan lahan bermain anak-anak remaja lebih suka pergi bekerja di kota, sehingga tidak banyak lagi anak-anak mementaskan permainan tradisional.

Dalam permainan tradisional itu sendiri disamping bermanfaat untuk aspek fisik, juga mengandung nilai-nilai psikis yang sangat berguna bagi keseimbangan pertumbuhan dan perkembangan anak. Hanrianto (2015) mengungkapkan bahwa permainan tradisional gobag sodor efektif untuk meningkatkan kemampuan penyesuaian sosial siswa kelas IV. Kemudian Rahayu (2015) mengatakan bahwa menggunakan permainan tradisional lompat tali dapat membantu meningkatkan percaya diri pada anak.

Permainan tradisional merupakan suatu permainan yang menarik, tetapi permainan ini dapat juga melatih berimajinasi, berfikir, dan gerakannya secara tidak disadari sangat memerlukan suatu tenaga atau kebugaran yang baik dan aktivitas gerak dasar yang baik pula. Misalnya dalam permainan Bebentengan, Kasti, Galah Asin Galah Jidar, eggrang diperlukan suatu kemampuan gerak dasar yang baik, seperti melempar, menangkap, melompat, kekuatan, keseimbangan, kecepatan dan kelincahan. Dalam penelitian ini peneliti lebih menekankan pada permainan tradisional seperti Bebentengan, Galah Asin, Kasti, Galah Jidar, Eggrang dan Lompat Tali.

Dengan pola pembelajaran permainan tradisional yang menyenangkan, tanpa adanya tuntutan tugas gerak yang kompleks dan menjenuhkan, serta kaya akan gerak yang bermakna dengan memberikan kesempatan kepada siswa untuk merasakan kesuksesan dari apa yang dilakukannya maka hal tersebut dapat memberikan efek positif terhadap perkembangan gerak dasar dan kepercayaan diri siswa.

KAJIAN TEORI

1. Percaya Diri

Percaya diri merupakan salah satu aspek kepribadian diri yang merupakan modal dasar dan terbentuk melalui proses latihan dan interaksi dengan lingkungan sosial. Sarason dalam Komarudin (2015:67) mengatakan "Kepercayaan diri merupakan aspek kepribadian yang berisi keyakinan tentang kekuatan, kemampuan dan keterampilan yang dimilikinya". Percaya diri merupakan faktor penentu dalam penampilan dan keberhasilan seseorang oleh karna itu kepercayaan diri seseorang harus berada pada tingkat yang paling tinggi agar apa yang diinginkan tercapai secara sukses. Sedangkan Gufron dan Risnawita (2012:19) mengatakan kepercayaan diri merupakan sebuah keyakinan bahwa diri memiliki kemampuan untuk menampilkan apa yang diinginkan secara sukses. Percaya diri mempunyai manfaat terhadap diri sendiri yang bersifat menuju pada peningkatan diri ke arah yang lebih baik serta berpengaruh dalam kehidupan seseorang. Adapun manfaat percaya diri menurut Komarudin (2015:68) adalah sebagai berikut :

1. Meningkatkan emosi positif.
2. Memfasilitasi konsentrasi.
3. Memberi efek positif pada tujuan.
4. Meningkatkan kerja keras.
5. Memberi efek kepada strategi permainan.
6. Memberi efek pada momentum psikologis.

Percaya diri sangat dibutuhkan dalam berbagai hal di kehidupan manusia karena percaya diri merupakan salah satu aspek yang harus dimiliki oleh setiap manusia, adapun faktor yang mempengaruhi percaya diri meliputi dua faktor Internal dan eksternal. Berikut ini penjelasan mengenai faktor yang mempengaruhi percaya diri yaitu :

a. Faktor Internal, meliputi:

1. Konsep diri

Terbentuknya kepercayaan diri pada seseorang diawali dengan perkembangan konsep diri yang diperoleh dalam pergaulan suatu kelompok. Konsep diri merupakan gagasan tentang dirinya sendiri. Seseorang yang mempunyai rasa rendah diri biasanya mempunyai konsep diri negatif, sebaliknya orang yang mempunyai rasa percaya diri akan memiliki konsep diri positif.

2. Harga diri

Yaitu penilaian yang dilakukan terhadap diri sendiri. Orang yang memiliki harga diri tinggi akan menilai pribadi secara rasional dan benar bagi dirinya serta mudah mengadakan hubungan dengan individu lain. Orang yang mempunyai harga diri tinggi cenderung melihat dirinya sebagai individu yang berhasil percaya bahwa usahanya mudah diterima orang lain sebagaimana menerima dirinya sendiri. Akan tetapi orang yang mempunyai harga diri rendah bersifat tergantung, kurang percaya diri dan biasanya terbentur pada kesulitan sosial serta pesimis dalam pergaulan.

3. Kondisi fisik

Perubahan kondisi fisik juga berpengaruh pada kepercayaan diri. Penampilan fisik merupakan penyebab utama rendahnya harga diri dan percaya diri seseorang.

4. Pengalaman hidup.

Pengalaman yang mengecewakan seringkali menjadi sumber timbulnya rasa rendah diri. Lebih-lebih jika pada dasarnya seseorang memiliki rasa tidak aman, kurang kasih sayang dan kurang perhatian. (Gina, 2009:6-7).

2. Gerak Dasar

Gerak merupakan ciri dari kehidupan makhluk hidup. Menurut Singer (1980; dalam Mahendra, 2007), bahwa kemampuan gerak tubuh merupakan aktivitas psikomotor. Akibat psikomotor berorientasi pada gerak tubuh dan menekankan pada respon-respon fisik atau perilaku gerak tubuh yang dapat dilihat. Ini mengandung arti bahwa setiap aktivitas jasmani atau gerak tubuh akan berjalan dengan baik jika para peserta memiliki kemampuan gerak yang memadai. Dengan demikian dapat dikatakan bahwa kemampuan gerak adalah suatu kemampuan yang diperoleh atau tingkat kemampuan gerak seseorang dalam mempelajari suatu gerakan secara kualitas dan kuantitas yang baik.

Sedangkan menurut Lutan (2008:96) mengatakan kemampuan motorik yaitu kapasitas dari seseorang yang berkaitan dengan pelaksanaan dan penguasaan suatu keterampilan yang relative melekat setelah masa kanak-kanak. Gerak menurut Plato dalam Dagon (2007:302) ada dua jenis gerak, 1) gerakan dari luar terhadap suatu benda, 2) gerak dalam diri benda itu. Gerak ini bersumber dalam benda itu sendiri dan tidak diberikan oleh kekuatan luar. Gerak manusia sangat berbeda dengan gerak yang dilakukan oleh binatang. Perbedaannya terutama pada pengembangan bentuk-bentuk dasar dari gerak. Manusia memiliki daya kreatif, oleh karena itu manusia mampu melepaskan dirinya dari belenggu hukum alam. Gerak manusia terwujud dalam pola struktur yang lebih luas. Gerak pada manusia tidak sekedar aktivitas jasmani tanpa kesadaran, tapi lebih banyak didasarkan pada tujuan yang ingin dicapai.

3. Permainan Tradisional

Permainan Tradisional merupakan jenis permainan yang mengandung nilai-nilai budaya pada hakikatnya merupakan warisan leluhur yang harus dilestarikan keberadaannya. Permainan tradisional merupakan permainan yang ada di setiap daerah. Yang mempunyai bentuk dan jenis yang beragam, permainan-permainan tradisional kini semakin terkikis keberadaannya sedikit demi sedikit khususnya di kota-kota mungkin untuk anak-anak sekarang ini banyak

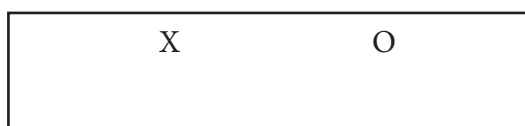
yang tidak mengenal permainan tradisional yang ada, padahal permainan tradisional adalah permainan warisan nenek moyang yang perlu dilestarikan keberadaannya.

Permainan tradisional merupakan salah satu permainan khas Indonesia yang memiliki unsur-unsur kebudayaan yang tidak dapat dianggap remeh karena melalui permainan tradisional memberikan pengaruh terhadap perkembangan anak-anak dalam kehidupan bermasyarakat. M Siagawati, dkk (2007) mengatakan “Permainan Tradisional merupakan sarana untuk mengenalkan anak-anak pada nilai budaya dan norma-norma sosial yang diperlukan untuk mengadakan hubungan atau kontak sosial dan memainkan peran yang sesuai dengan kedudukan sosial dalam masyarakat.”

Permainan tradisional mempunyai fungsi yang lebih luas dari sekedar permainan, karena permainan tradisional di Indonesia sangatlah bervariasi, nilai-nilai budaya yang terkandung di dalam bentuk permainan tradisional bertujuan untuk menumbuhkan nilai sportivitas, kejujuran dan gotong royong yang berlaku di masyarakat.

Permainan tradisional mampu menumbuhkan nilai sportivitas, kejujuran dan gotong royong. Permainan tradisional adalah permainan yang dapat dilakukan tanpa alat bantu atau mesin dengan tujuan agar anak dapat bermain dengan baik dan berbadan sehat. Permainan tradisional berkembang kebiasaan masyarakat tertentu. Permainan tradisional ini berkembang dari kebiasaan masyarakat tertentu dan disesuaikan dengan tradisi budaya setempat. Selanjutnya M Siagawati, dkk (2007) Permainan tradisional rakyat merupakan hasil budaya yang besar nilainya bagi anak-anak dalam rangka berfantasi, berekreasi, berolah raga yang sekaligus sebagai sarana berlatih untuk hidup bermasyarakat, ketrampilan, kesopanan, serta ketangkasan.

Berdasarkan pendapat di atas penjelasan mengenai permainan tradisional akhirnya saya dapat mengasumsikan bahwa permainan tradisional merupakan salah satu hasil budaya bangsa yang bernilai tinggi yang harus dilestarikan dan bertujuan sebagai sarana berlatih dalam kehidupan masyarakat.



Gambar 1. One-Shot Case Study Design
Sumber: Sugiyono, (2014:110)

METODE

Metode yang digunakan adalah menggunakan metode eksperimen dengan desain One Shoot Case Study Design. Sugiyono (2014:110) mengatakan bahwa One Shoot Case Study Design yaitu sebuah eksperimen yang dilaksanakan pada satu kelompok tanpa menggunakan tes awal. Desain penelitiannya dapat digambarkan sebagai berikut:

Keterangan:

O = Observasi (Variabel Dependen)

X = Treatment yang diberikan (variabel dependen)

Populasi dan sampel dalam penelitian ini adalah seluruh siswa kelas V di SDN Kiarapayung dengan jumlah 50 orang, dengan teknik pengambilan sampel menggunakan total sampling. Instrumen yang digunakan adalah Tes Motor Ability untuk siswa Sekolah Dasar dari Nurhasan & Cholil (2007) dan angket tentang percaya diri yang diukur menggunakan skala Likert.

HASIL DAN PEMBAHASAN

1. Deskripsi Data

Deskripsi hasil perolehan data tentang gerak dasar dan percaya diri dapat dilihat pada Tabel 1 berikut ini: Berdasarkan Tabel di atas skor gerak dasar memiliki rata-rata 203,92 dan simpangan baku 2,24, sedangkan skor pada angket percaya diri memiliki rata-rata sebesar 82,36 dan simpangan baku 27,44.

Tabel 1. Deskripsi Data Hasil Gerak Dasar dan Percaya Diri Siswa

| Perlakuan | Tes | N | Jumlah | Rata-rata | Simpangan baku |
|-----------------------|-----------------------------|----|--------|-----------|----------------|
| Permainan Tradisional | Gerak Dasar (Motor Ability) | 50 | 10196 | 203,92 | 2,24 |
| | Angket Percaya Diri | 50 | 4118 | 82,36 | 27,44 |

2. Analisis Data Hasil Penelitian

a. Uji Normalitas Tes Gerak Dasar dan Percaya Diri

Uji normalitas dilakukan dengan menggunakan uji Liliefors. Kriteria sampel berdistribusi normal apabila $L_o < L_{tabel}$ pada $\alpha = 0,05$. Berikut data hasil analisis uji normalitas:

Tabel 2. Uji Normalitas Gerak Dasar dan Percaya Diri

| Variabel | L Hitung | L Tabel ($50 : \alpha = 0,05$) | Keterangan |
|--------------|----------|----------------------------------|------------|
| Gerak Dasar | 0,015 | 0,125 | NORMAL |
| Percaya Diri | 0,023 | 0,125 | NORMAL |

Dari data tabel diatas dapat diketahui dari masing-masing variabel menunjukkan nilai lebih kecil dari L tabel, pada variabel gerak dasar didapat L hitung sebesar 0,015 ($L_o = 0,015 < L_\alpha = 0,125$) dan variabel percaya diri sebesar ($L_o = 0,023 < L_\alpha = 0,125$), maka dapat disimpulkan bahwa kedua variabel tersebut berdistribusi "NORMAL".

b. Uji Validitas dan Reliabilitas Angket

Proses penghitungan validitas dan reliabilitas dari angket percaya diri dapat dilihat pada Tabel berikut: 1.0082 1.5041

Berdasarkan tabel di atas, maka dapat diketahui bahwa tingkat validitas dan reliabilitas angket atau instrumen penelitian untuk percaya diri masuk dalam kategori tinggi. Kategori tersebut diambil berdasarkan kriteria dari Guilford (2006).

Tabel 3. Uji Validitas dan Reliabilitas Angket Percaya Diri

| Variabel | Validitas | Reliabilitas | Kategori |
|--------------|-----------|--------------|----------|
| Percaya Diri | 0,71 | 0,67 | Tinggi |

c. Pengujian Hipotesis

Berikut ini disajikan analisis uji hipotesis atau uji signifikansi dengan pendekatan uji-t. Berikut hasil perhitungannya dapat dilihat pada tabel di bawah ini:

Berdasarkan data pada tabel di atas, maka dapat disimpulkan bahwa perhitungan uji hipotesis untuk permainan tradisional terhadap gerak dasar nilai t hitungnya adalah $17,23 > 1,62$ pada t tabel, kesimpulannya adalah permainan tradisional memiliki pengaruh signifikan terhadap gerak dasar siswa. Selanjutnya uji hipotesis untuk permainan tradisional terhadap percaya diri nilai t hitungnya adalah $28,996 > 1,62$ pada t tabel, kesimpulannya adalah permainan tradisional memiliki pengaruh signifikan terhadap percaya diri siswa.

Tabel 4. Hasil Uji Hipotesis

| Variabel | R | T hitung | T tabel ($\alpha = 0,05:48$) | Hasil |
|--------------|-------|----------|--------------------------------|------------|
| Gerak Dasar | 0,876 | 17,23 | 1,67 | Signifikan |
| Percaya Diri | 0,946 | 28,996 | 1,67 | Signifikan |

KESIMPULAN

Berdasarkan hasil pengolahan dan analisis data, serta pengujian hipotesis, dapat simpulkan bahwa:

1. Terdapat pengaruh yang signifikan permainan tradisional terhadap kemampuan gerak dasar siswa.
2. Terdapat pengaruh yang signifikan permainan tradisional terhadap rasa percaya diri siswa.

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The Effectiveness of Online Advertisement on Purchasing the Sports Product among UiTM Student

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Abstract

The purpose of this study is to determine the effectiveness of online advertisements on purchasing the sports product among UiTM student. This study employed 140 students from Faculty of Sports Science and Recreation, using Customer Purchase Decision Process Questionnaire by Srishti Joshi (2012). The independent samples T-Test was used to compare between genders on effectiveness of online advertisement on purchasing the sports product. As the result, awareness was the major effectiveness factor of online advertisement that influencing students purchasing the sports product. The result also showed that no significance differences of awareness factor ($p=0.14$), service factor ($p=0.61$), discount factor ($p=0.58$), experience factor ($p=0.68$), and e-shopping factor ($p=0.56$) among genders of UiTM students on the effectiveness of online advertisement on purchasing the sports product. However, the result showed that the female students have higher mean among overall factor compared to the male students. From the result of this study, it may help online sellers to use all these effectiveness of online advertisements factors to attract the customers to buy their product or services in future.

Keywords: online advertisement, sport product

INTRODUCTION

Advertises product without any promotion, will not get any attention from the customer. Normally, before the customer purchase the new product, they will know about the benefits, uses, availability, and brand name through the advertisement. In online purchase, it will give them more time and space to choose the best product that they want. Online stores will provide a large number of products with a variety of choices. Purchase decision is decision making processes undertaken by customer in regard to a potential market transaction before, during, and after the purchase of a product or service (Srishti Joshi 2012). Studied by Gartner (2007) indicates that there was increasing number of customer use social media or mobile internet to carry out and check the information about product and service before making final decision.

Lecken and Li (2000) stated that the meaning of internet is the relationship between buyers and sellers in the market world. Interactive medium which is the web that are includes in the internet are will provide for possibility of good communication system with messages between them. Internet advertising is turning more aggressive like television advertising and ever better than that (Priyanka Srivastava 2012). The word "online advertising" is referring to all sorts of banner, promotion, on platforms such as Facebook, Twitter or Instagram have received increased relevance. Online advertising is an important tool to get and create larger customer by getting immediate response from customers (Tsang & Tse 2005).

Nowadays, difficulty of getting response from customer in online advertisement is the main problem for this study. Besides that, because of the technology become grown rapidly, the company must attract the customer towards online advertisement with the varieties ways of design and marketing. The numbers of customers are rapidly increased day by day in spending and connecting to online so the company need to understand the real target of customers and plan the good strategies wisely in order to achieve maximum target.

Nowadays, companies widely use online advertisement to promote their products and services but it's still quite difficult for advertisers to make effective online advertisement to generate positive response from customers (Khong

Kok Wei et al. 2010). In study that conducted by Ramesh Babu Kakumanu (2013) stated that the attrition problem in measuring impact of online advertisements, the advertisers still prefer to use the mode of online advertising opportunities to reach their target customers. The number of online customer are slowly grower year by year because the increasing of internet users.

RESEARCH OBJECTIVE

- i. To identify the factors that affect the effectiveness of online advertisement on purchasing the sports product between gender.
- ii. To determine the significant difference between gender and the effectiveness of online advertisement on purchasing the sports product.

RESEARCH QUESTION

- i. What are the factors that affect the effectiveness of online advertisement on purchasing the sports product between gender?
- ii. Is there any significant difference between gender and the effectiveness of online advertisement on purchasing the sports product?

METHODOLOGY

The study design was quantitative survey study. The survey approach was adopted to obtain an accurate explanation of the effectiveness online advertisement on purchasing decision of sport product. Data were gathered through the questionnaire. According to Babbie and Mouton (2001) it was more appropriate to use the questionnaire to get the data desired because it was easy to administer at such low cost. In addition, data and information could be obtained from a great number of respondents more quickly.

Sample of Study

The respondents of this study are UiTM students from Faculty of Sport Science and Recreation (FSR). The probability random sampling technique was used to get the subjects. Every subject from the population is given equal opportunity of being selected as far as a way of selection procedure (Andrew 2011). There were 140 respondents had involved in this study. The sample was divided equally of 71 males and 69 females.

Instrumentation

Customer Purchase Decision Process Questionnaire by Srishti Joshi (2012) was used to measure the effectiveness of online advertisement on purchasing the sport product. In this questionnaire, there were 18 items and a total of five subscales: awareness (5 items), service (4 items), discount (3 items), experience (3 items), and e-shopping (3 items). Thus, a total of 18 items would be used and measured based on the Likert scale. Subjects had to answer every question by using the five-point likert scale between 1 (strongly disagree) and 5 (strongly agree).

Data Collection

Questionnaires were distributed to 140 students who aware with online advertisement especially on sport product. The data collection method was self-administered as it was deemed more appropriate and easier to access the respondents. Thus, the researcher had sent the questionnaire to the locations of the sample of respondents, where the aim of the study was highlighted. It would facilitate the respondents, other than giving them ample

time to complete the questionnaire and allowing the researcher to collect it. This method would help reduce and control the error of the respondents' feedback that has been absent. Participants took approximately 15–20 min to complete the questionnaires and this was monitored by the researcher.

FINDINGS

- i. Descriptive statistic for the measure of overall factors of the effectiveness online advertisement on the purchasing the sports product among gender presented in table 1.1

Table 1.1: Descriptive Statistic to Measure Overall Factors Among Gender

| Factor | Group | N | Mean | Standard Deviation |
|------------|--------|----|------|--------------------|
| Awareness | Male | 71 | 3.66 | .610 |
| | Female | 69 | 3.90 | .532 |
| Discount | Male | 71 | 3.59 | .780 |
| | Female | 69 | 3.52 | .720 |
| E-Shopping | Male | 71 | 3.31 | .837 |
| | Female | 69 | 3.44 | .824 |
| Experience | Male | 71 | 3.11 | .869 |
| | Female | 69 | 3.16 | .750 |
| Service | Male | 71 | 2.92 | 1.05 |
| | Female | 69 | 2.83 | 1.01 |
| Overall | Male | 71 | 3.32 | .648 |
| | Female | 69 | 3.37 | .586 |

The results showed the mean value score for male and female for each factor. An awareness factor indicates that the female students have higher mean value $M = 3.90$ than male students $M = 3.66$. Meanwhile, for the discount factor, male students have higher mean value $M = 3.59$ than female students $M = 3.52$. The e-shopping factor shows the female students have higher mean value $M = 3.44$ compare to male students $M = 3.31$. For experience factor indicates that female students have higher mean value $M = 3.16$ than male students $M = 3.11$. However, the lowest mean value is service factor which is $M = 2.92$ for male students and $M = 2.83$ for female students.

- ii. The differences of effectiveness online advertisement on purchasing the sports product between male and female students.

The T-Test analysis presented in Table 1.2 is used to determine the significant differences between gender (male and female) with the effectiveness online advertisement factors.

Table 1.3: The T-Test analysis to determine the significant differences between gender with online advertisement factors.

| Factor | p value | T |
|------------|---------|------|
| Awareness | 0.14 | 2.51 |
| Service | 0.61 | 0.51 |
| Discount | 0.58 | 0.55 |
| Experience | 0.68 | 0.41 |
| E-Shopping | 0.32 | 0.99 |
| Overall | 0.56 | 0.53 |

**p<0.05 (2 tailed)

T-test analysis presented in Table 1.3 is used to determine the significant differences between gender and the effectiveness online advertisement factors. The result shows that there is no significant difference between genders towards the effectiveness online advertisement on purchasing the sports product. The awareness factor indicates (0.14), $p > 0.05$; service factor (0.61), $p > 0.05$; discount factor (0.58), $p > 0.05$; experience factor (0.68), $p > 0.05$; e-shopping (0.56), $p > 0.05$. Overall, there is no significance difference between male and female students on the effectiveness of online advertisement on purchasing the sport product.

DISCUSSION

The objectives of this study had been achieved by determine the effectiveness of online advertisement on purchasing the sports product among UiTM Student.

For the objective 1, the online advertisement factors show that the female students have higher value mean score for awareness, e-shopping and experience factor than male students. Meanwhile male students have higher value mean score for discount and service factor than female students. The result shows that the female students have higher mean among overall factor compare to the male students. According to Bloomberg, in United State woman make more than 85% of the consumer purchases and reputedly influence over 95% of total goods and services purchased. Women as a whole are considered more sophisticated shoppers than men, taking longer to make a buying decision.

For the objective 2, overall, there is no significance different between genders towards the effectiveness of online advertisement on purchasing the sports product with $p > 0.05$. This result shows female or male students are not influenced each other towards the effectiveness of online advertisement on purchasing the sports product.

As the highest mean value is awareness factor for both female and male students, the online sellers should set the advertisement at the right place on the web pages that can capture the eyes of the online buyers or customers. Size of the advertisements especially full banners are turning to be most important factor in reaching their target customers through the online advertisements.

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Workshop Presentations

Games People Play

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Abstracts

WII.FM - Explore learning style and also what motivates people. This combination of theories in Motivation and Learning Styles show how people learn and what stimulates them. Understanding this knowledge's enhancing programme development and delivery. Theoretical Foundation for Activity Design using the understanding of Erik Erikson's Theory of Psychosocial Development. Using an active activity as an example: Land Art. We review what is 'facilitation' and 'reviewing'? Participants will review their own Setting the scene for reviewing - Participants will learn about seating arrangements, facilitator positioning, anchoring stances and gestures/phrases to avoid. Applying and practice facilitation during 3 parts of an activities and how it links to the these 4 facilitative learning, Frontload, Process Debrief, Teachable Moments, Final Debrief

Short Boards

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Abstracts

Largely used in emergency medical situations, they serve as spinal extrication and immobilization devices. They also meet the established criteria for immobilizing a seated patient and provide for safe removal of patients without doing further damage to the spine. The OSS II is a unique criss-crossing shoulder strap design which provides superior immobilization without restricting breathing. It can be re-configured to retract and immobilize the shoulders. Responders will have easy access to the patient's chest and abdomen. There is provision of collar strap/head padding/forehead restraint. The forehead restraint strap features disposable non-slip pads that are replaceable after each use or when soiled by body fluids. This device can also be used in place of a conventional short backboard and can double as a hip or leg splint. Used in conjunction with a cervical collar, the K.E.D. is a semi-rigid brace that secures the head, neck and torso in an anatomically neutral position. This position reduces the possibility of additional injuries to these regions during extrication. Typically, there are two head straps, three torso straps, and two legs straps which are used to adequately secure the K.E.D. to the victim. Unlike a long spine board or litter, the K.E.D. uses a series of wooden or polymer bars in a nylon jacket, allowing responders to immobilize the neck and upper spine and remove the victim from the vehicle or other confined space. The device can be quickly and easily inserted into the seat of a vehicle by a single rescuer, allows access to the airway and conforms to any body size. The K.E.D. is typically used only on thermodynamically stable victims.

DDRT and SRT in Tree Climbing

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Abstract

Tree climbing is a recreational sport that initially developed from the work of arborists who ascend trees for work and study. The practice expanded when others found that climbing trees could also become a sport. Recreational tree climbing is done by using ropes, harnesses and safety equipment to safely ascend into the tree. With the help of instructors and some guidance, almost anyone can participate, which gives the climber a sense of satisfaction. Beyond the feeling of accomplishment, tree climbing is great exercise, promotes self-confidence and is a lot of fun. In tree climbing area, the use of DDRT term is very popular and it is not something unfamiliar because anyone who involves themselves formally will know what is meant by DDRT. However, it will become a problem when this term is explained to anyone who never participates in any activity or tree climbing courses because they understand DDRT are using two ropes just like in a normal rope access area. In addition, nowadays, the climbers commonly use the SRT technic to climb and work. However, the input to be shared in the workshop is about the DDRT and SRT in the climbing area are so much in details. These two systems are differing in the aspect of advantages disadvantages and also how to setup them. These two technics have different ways and tools to setup.

Keyword: Tree Climbing, DDRT, recreation

Malaysia Tree Climber Association (MTCA)

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Abstract

Malaysia Tree Climber Association (MTCA) is a society that concentrated about Tree Climbing activities in Malaysia. At MOREC 2018, MTCA will present and laid out about introduction, history, objective, risk assessment management and development of Tree Climbing in Malaysia. In addition to MOREC 2018, MTCA will also show some techniques used in Tree Climbing such as throwing, rope installation, anchor systems, single/double rope climbing (Srt and Ddrt) and rescue.

Introduction of Gunung Hub

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Abstracts

We are a centralised hub for Malaysia outdoor lover, our specialisation is providing hiking trips by our friendly and experienced event organisers with 30,000 hiking hours under their belt. We are also an online shop for hiking, camping and outdoor equipment. Gunung Hub Objective are to ensure continuous returns to strengthen and stabilize the company in every project than runs by the company, to introduce and promote products and services offered by the company to the public in a more aggressive manner and to conduct a continuous assessment of service offered and ensure a quality of information and administration on time-to-time basis.

Effectiveness of Mechanical Advantages for Adventure Park Rescue Operation

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Abstract

Adventure Park offers multiple activity such as high element, low element activity and many more. Rescue operation is the crucial parts of operating the high element activity. Mechanical Advantage (MA) knowledge will assist the effectiveness of rescue operation. Malaysia Challenge Course Association (MCCA) is organization that promoting technical knowledge regarding installation, inspection and training in-compliance with international standards. Mechanical Advantage (MA) system and technique is a skill that should be mastered by all outdoor instructors especially those who conducting ropes activity. Therefore it is the main aim of this workshop to share varieties of Mechanical Advantage (MA) system and techniques for rescue operation purpose.

Keywords: Adventure Park, Challenge Course, High Element, Mechanical Advantage (MA)