



## Correlation of Outdoor Education With Student's Aggressive Attitudes

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hubungan *outdoor education* dengan sikap agresivitas antara siswa yang pernah melakukan kegiatan *outdoor education* dengan siswa yang belum pernah melakukan kegiatan *outdoor education* pada siswa SMA 8 Bandung. Pendekatan menggunakan deskriptif kuantitatif dan metode yang digunakan dalam penelitian ini adalah *ex post facto*, data diperoleh dengan menggunakan instrument *Aggression Questionary Bush and Perry*, dengan sampel sebanyak 104 siswa kelas VI yang terbagi kedalam dua kelompok, pengambilan sampel menggunakan teknik *purposive sampling*, alat pengumpulan data berupa kuesioner dengan acara menyebarkan angket melalui *google form*. Hasil penelitian dianalisis dengan menggunakan aplikasi SPSS 26, dengan uji independent sample t test. Hasil penelitian ini adalah menunjukkan bahwa kelompok yang pernah melakukan kegiatan *outdoor education* memiliki tingkat agresivitas rendah dibandingkan dengan kelompok yang belum pernah melakukan kegiatan *outdoor education*.

### Abstract

The purpose of this study was to determine the relationship between outdoor education and aggressiveness between students who have done outdoor education activities and students who have never done outdoor education activities for SMA 8 Bandung students. The approach uses quantitative descriptive and the method used in this research is *ex post facto*, data was obtained using the Bush and Perry Aggression Questionary instrument, with a sample of 104 class VI students divided into two groups, sampling using *purposive sampling* technique, data collection tools. in the form of a questionnaire with a questionnaire distribution event via *google form*. The results of the study were analyzed using the SPSS 26 application, with the independent sample t test. The results of this study indicate that the group that has done outdoor education activities has a lower level of aggressiveness compared to the group that has never done outdoor education activities

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## INTRODUCTION

Adolescence is an important period because it is a transitional period that allows the emergence of a crisis period which is usually marked by a tendency to appear deviant behaviors (Hurlock, 2006, p. 76). Seeing the mental conditions that are on average still unstable and have different characteristics in middle adolescents who are also high school students, it is not impossible if many students commit criminal acts resulting from interactions with the environment, also negative education intake. (Hendra Setyawan 2015-165).

Adolescence is viewed as a phase of life that demands various actions and behaviors that require struggles and challenges to be overcome at this time, this adolescence is a period in which an individual experiences various biological, psychological and social changes, a bad transition from childhood to adulthood. can lead to maladaptation, risky behavior, or juvenile delinquency (Brand, 2002).

There is a phenomenon that occurs in Indonesia, namely the number of students who are involved in verbal violence, cursing, bullying, etc., as well as physical violence hitting, punching, etc. (Bona Partos; 2012). In a longitudinal study of adolescents, Elliot (in Trembely and Cairns, 2000) found that there was an increase in acts of violence against boys and girls between the ages of 12 and 17 years. This shows that in every development, adolescents are classified as vulnerable to aggressive behavior, especially if there are risk factors that accompany it. This behavior is very concerning for all of us. The acts of violence that are often carried out by teenagers are actually aggressive behavior from individuals or groups.

In general, aggression is all forms of behavior that aim to hurt others both physically and psychologically (Berkowitz, 1993). In line with the above view, Brigham (1991) says that aggressiveness is behavior that aims to hurt the person who wants to be hurt, both physically and psychologically. The same thing was also conveyed by Baron and Byrne (1994) that aggressive behavior is individual behavior that aims to hurt or harm other individuals who do not want the behavior to come.

Aggression according to Scheneiders in Anisa Hadzarini's article is an outburst of emotions as a

reaction to individual failure, which is manifested in the form of damage to people or objects with an element of deliberation expressed in words (verbal) and non-verbal behavior.

To avoid a culture of violence that can lead to a decline in the character or behavior of students, it is necessary to take action here. One of the activities that can be done to form and develop the affective domain of high school adolescents is through sports and games. The development and formation of a person's character is influenced by the ability of cognition and comprehension in interacting with the socio-cultural environment. Therefore, a person's character is formed not only because they imitate through observation, but can also be taught through sports situations, training, and physical activity (Weinberg and Gould, 2003, p.533).

According to Mutohir (2002, p.15) sport is a systematic process in the form of all activities or efforts that can encourage developing and fostering one's physical and spiritual potential in the form of games, competitions or competitions, and intensive physical activities to obtain recreation. victories, and peak achievements in the framework of shaping the whole Indonesian people.

Government-run educational institutions that include physical education, sports, health and recreation, which are basically an inseparable part of the education system as a whole, are expected to be able to apply the cognitive, affective and psychomotor domains, so that students who are superior and have character are formed. (Dimiyati 2015 - 156)

Outdoor activities, which are part of the sports and health physical education curriculum in high school, are a solution to the phenomenon of saturation in the development of learning in space. Activities outside the classroom can be in the form of games, stories, sports, experiments, competitions, getting to know environmental cases around them, discussing solutions to explore, environmental actions, and exploring the environment (Putri, 2006, p.1). Practical outdoor activities filled with play activities can transfer cognitive, affective, and psychomotor values (Depdiknas, 2006, p. 703). Suparlan (2008, p.15)

states that "the outbound play itself can generally be interpreted as a joint activity outside the classroom, or outside the room." Joint activities outside the classroom containing outbound games can be used to achieve educational goals.

Outdoor education (OE) also aims to encourage learning through interactions between emotions, actions and thoughts, based on practical observations in authentic situations (Szczepanski, 2009). Outdoor education (OE) illustrates benefits such as greater self-confidence, independence and resilience, and strengthened friendships and school engagement (Williams, Rose, Olsson, Patton), & Allen, 2018.

According to Rocmah (2012, p.14) outbound is an open-air learning program based on the principle of experiential learning (learning through direct experience) which is presented in the form of games, simulations, discussions and adventures as a medium for delivering material. With the concept of interaction between students and nature through simulation activities in the open. It is believed that it can provide a conducive atmosphere for forming creative and positive attitudes, ways of thinking and perceptions of each student to form a spirit of leadership, togetherness (teamwork), openness, tolerance and deep sensitivity, which in the hope will be able to provide enthusiasm, initiative, and new patterns of empowerment in a school.

Based on the explanation above, the authors are interested in conducting research on "the relationship between outdoor education and student aggression"

## METHODS

This study uses a quantitative method with an ex-post facto type. The method used is more emphasis on comparative research. Regarding this, Nasir (1999: 68) states that "comparative research is a kind of descriptive research that seeks to find answers fundamentally about the effects, by analyzing the factors that cause the occurrence or emergence of a particular phenomenon. The purpose of ex-post facto research is to see the effect of a phenomenon and to examine the causal relationship of the data after all the events that have been collected have been

completed. Ari Kunto (2016; 213) explains that "ex post facto research is research, where a series of independent variables has occurred, when the researcher observes the dependent variable"

## Participants

Participants in this study were students of class VII IPS in SMA 8 Bandung IPS, amounting to 140 out of 4 classes, of the total population would be a sample of 104 which was calculated using the Slovin formula, of 104 divided into two groups.

## Materials and Apparatus

The data collection used by the author in this study is a questionnaire, the author will distribute the questionnaire to the respondents who have been selected in the research group, then the respondent will answer the questionnaire given by the researcher according to the instructions provided on the questionnaire sheet via Google forms

To facilitate the preparation of statements in the questionnaire, the authors make a questionnaire grid that refers to the explanation of the aggression questionnaire from Buss and Perry (1992). According to Buss and Perry, aggressive behavior has four aspects, namely physical aggression, verbal aggression, anger and hostility. Of the four aspects, sub-variables are made and then statements are made.

Before this research was conducted, the questionnaire was first tested to find out which statements were valid and which questionnaire was reliable or not. This questionnaire provides about the attitude of aggression in school

Technically, the questionnaire was distributed to students who had been determined as the sample. Students are asked to choose the appropriate statement in the current condition, by selecting the answers provided in the form of a Likert scale. There is a score for each answer, namely 1-4 for (strongly disagree, disagree, agree, strongly agree). The statement items given by the author are 50 points.

### a. Validity test

After the validity test was carried out on 90 respondents in high school, from the number of

statements of 50 it turned out that only 30 statements were valid after going through calculations using the SPSS 26 application, the results of the calculations were consulted on the corrected item table> from r table.

**b. Reliability Test**

As for the instrument reliability process in this study, the Cronbach's alpha test was used with a value of  $\alpha = 0.05$ . the results obtained from these calculations then the calculated r value will be compared with the r table value. So that the final conclusions can be obtained regarding the level of reliability.

**Tabel 1. Reliability Statistics**

<i>cronbach's alpha</i>	N of Items
,666	50

**Design or Data Analysis**

The data analysis used in this study was the independent sample t test, this was to test the comparison between the aggressiveness of the group that had done outdoor education activities and the group that had never done outdoor education activities.

**RESULT**

**Tabel Test of Normality**

Hasil Test	N	<i>kolmogorov-smirnov</i>		Keterangan
		Statistic	<i>p value</i>	
Sikap agresi	52	,106	,200	Normal
	52	,095	,200	Normal

The normality test is used to determine whether the data is normally distributed or not. The condition of normally distributed data is a requirement for testing hypotheses using parametric statistics. The data normality test uses the Kolmogorov-Smirnov test which is processed using SPSS 26. the test criterion is of significance greater than 0.05. So, the data is normally distributed. Because the value obtained is,  $200 > 0.05$ , the data is declared normal.

**Tabel Test of Homogeneity**

Hasil Test	N	Levene Tets		Keterangan
		Statistic	<i>p value</i>	
Sikap Agresi	52	1.786	,184	Homogen
	52			

The variance similarity test is a test in data analysis that aims to determine whether the group has the same variant or not. It is said to be homogeneous if the group has the same variant. The results of the homogeneity test of researchers used the SPSS application (Statistical package for social science) V26.

The homogeneity test was carried out by the lavene test with a level of  $\alpha = 0.05$ . If the significance value is more than 0.05, the data is declared normal. Homogeneity test decisions are made based on the following assumptions:

1. sig value > 0.05 means homogeneous data
2. sig value < 0.05 means that the data is not homogeneous

In view of the table above, the significance value obtained is 0.184 which means greater than 0.05, thus the data is declared homogeneous.

**Hypothesis testing**

In this study, the researcher formulated a hypothesis that will be tested and analyzed for its correctness, which in this analysis will use the analysis of the Independent sample t test. This hypothesis is to determine whether there is a relationship between students who have done outdoor education activities and students who have never done outdoor education activities towards aggressive attitudes.

**Tabel Result of Independent Sample t test**

Hasil Tes	N	SD	<i>p value</i>
Sikap Agresi	52	7,44	0,000

Testing Criteria:

- 1) If the significance value (Sig.)  $\geq \alpha$  (0.05), then H0 is accepted.
- 2) If the significance value (Sig.) < A (0.05), then H0 is rejected.

From the table above it is known that the significance value is 0.000, because the

significance value is smaller than 0.05, then  $H_0$  is rejected, thus there is a relationship between students who have carried out outdoor education activities and students who have never carried out outdoor education activities against aggressive attitudes.

Based on the results of the calculation, processing and analysis of existing research data, there are several things that need to be discussed from the results of the research on the effect of student participation in following the outdoor education on students' aggressive attitudes at SMAN 8 Bandung.

From the data obtained, the data normality test and the variance homogeneity test were carried out first before proceeding to the hypothesis test. Because the normality and homogeneity test of data is a prerequisite for testing the hypothesis, the normality and homogeneity test of this data determines the next statistical step using parametric statistics if the data is normally distributed and homogeneous, uses non-parametric if the data is not normally distributed and is not homogeneous, the data is normal but not homogeneous. or vice versa, the data is not normal but homogeneous.

This study was conducted to determine whether there was a relationship between student participation in taking outdoor education on aggressive attitudes towards students at SMA 8 Bandung. The formulation of the problem in this study is the comparison of the relationship between those who have carried out outdoor education activities with students who have never carried out any outdoor education activities on the aggressive attitudes of students at SMA 8 Bandung. This hypothesis is accepted because it fulfills a significance value  $<0.05$ .

Looking at the comparative hypothesis of the relationship that has done outdoor education activities with students who have never done outdoor education activities on the aggressive attitudes of students at SMA 8 Bandung. And the result is that there is a significant relationship comparison between students who have done outdoor education activities and students who have never done outdoor education activities towards students' aggressive attitudes at SMA 8 Bandung.

## DISCUSSION

Based on the literature review taken as a basic guideline in this study, it can be seen that those who have done outdoor education activities have an effect on students' aggressive attitudes. According to Tan (2015) outdoor education itself is a form of activity which can increase social competence and emotional control, Hurlock (1973) states that emotional control is an attempt to deal with situations with a rational attitude, respecting situations without trying to suppress and eliminate emotions so as not to appear. Outdoor education activities can relieve stress, calm the mind, and have a good effect on body fitness.

In addition, adventure sports activities increase cognitive, affective, social and behavioral. Research conducted (Kerr & Houge Mackenzie, 2012) with the title "Multiple Motives for Participating in Adventure Sport" shows that doing outdoor education activities can improve risk-making decisions, form social motivation, transcend self-limits, overcome fear, and connecting with the natural environment and experiencing pleasant physical activities that affect the emotional level.

This outdoor education activity shows that there is a connection with an aggressive attitude. Another literature review related to outdoor education activities on aggressive attitudes, Ma'mun et al (2019) on adolescents related to social emotional competencies (SEC). SEC is an attitude that is reflected in the knowledge, skills and attitudes of adolescents to manage thoughts and emotions constructively, manage their actions and foster good relations with the environment (Vernon, Modecki and Barber 2018).

Outdoor education activities can relieve stress, calm the mind, and have a good effect on body fitness. In addition, adventure sports activities increase cognitive, affective, social and behavioral. Research conducted (Kurnia Eka Wijayanti Yogi Akin Oyok Nurjatnika enzie, 2012) with the title "Implementation of Outdoor Education (Outdoor Education) On The Formation Of Student Character" shows that by doing outdoor education activities can improve problem solving skills in

children, stimulate language development and verbal skills, develops social skills, and is a medium for emotional expression, as well as judging noble values and certain moral messages such as the values of togetherness, honesty, responsibility, graceful attitude (if you lose), and obeying rules.

## CONCLUSION

1. Based on the results of research, processing and analysis of data that have gone through statistical procedures, the authors draw conclusions as a result of this research process:
2. There is a relationship between students who have done outdoor education activities and students who have never done outdoor education activities towards aggressive attitudes.
3. Based on the average score, the comparison between groups shows that the phenomenon of aggressive behavior of students who have done outdoor education activities is lower than that of the group of students who have never done outdoor education activities

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