

Development of Outbound Learning Models to Improve Students' Caring Characters on the Social Environment

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ABSTRACT

This research is based on the phenomenon of students' low awareness of the social environment around them. This study aimed to develop an outbound learning model to improve students' caring character for the social environment. This research is the Mix Method using the Research & Development approach. The development model used is ADDIE (analysis, design, development, implementation, and evaluation). The subjects in this study were 27 students consisting of 24 male students and three female students. The instrument was used in the form of a Likert scale model and a questionnaire containing caring student characters' statements. The data analysis used was the validity test, practicality test, and effectiveness test. The results show that the outbound learning model is valid in appearance, content, and language, is practical to use, and is useful in improving students' caring character for the social environment.

Keywords: *Learning model, outbound, caring character, social environment.*

1. INTRODUCTION

Building the character of a nation is one of the main concerns of the Indonesian government. Character enhancement must unite and become an integrated part of the learning process that does not separately. Character education is mandatory in the basic framework of all education elements in Higher Education because character education is the foundation for academic culture. After all, in principle, we can view science from a moral and social perspective directly related to national and state life. [1] [2]. Character is an accumulation of a person's character, character, and personality. Novack [3] states that good character consists of understanding what kindness is. There is a desire to do good and do good, in the form of behavior that can benefit others. Forming a caring character is through a learning process in several places, such as at home, school, and in the surrounding environment, and the learning process uses a learning-by-doing [4], [5].

Children develop character through what they see, hear, and repeatedly do [3], [6]. A supportive environment for children to behave well continuously will form a good character in children [7], [8]. However, the reality is that many individuals whose character cares for the social environment are in a low category. It has been proven

through previous research [9]. The results show that many students do not care about the classroom's cleanliness and environmental sustainability on the campus yard. According to the students, the cleanliness and sustainability of the learning environment is not the responsibility of students but is the responsibility of cleaning service in the campus environment [10], [11]. Likewise, with the ability to empathize with students, based on the results of researchers' observations, it can be seen that if there are friends who are sick, without any instructions from the Academic Advisor, students cannot determine their attitude [12], [13]. The proof of such an attitude shows that the ability to empathize with students is still lacking.

Some ways can be done to reveal and assess students' caring character, based on previous research, namely research by increasing students' caring character through composting community activities. [14]. Atkinson & Katie [15] researched arguments as a new perspective on character motive in stories. Tia-Lynn [16] research the problem of Reproductive character displacement and environmental filtering floral shape. Skar [17] research by increasing environmental care through the participation of the school and family environment. Tamara [18] research by increasing the environmental care attitude of students through community and family participation.

Based on the explanation above, the researcher sees that no learning model improves the caring character through outbound activities, so the researcher intends to improve the student's social environment's caring character by developing an outbound learning model with the experimental learning method. Handini & Hasanah [19] states that outbound is a form of activity that is fun and challenging. The form of activity is in life simulation through creative, recreational, and educational games for individuals and groups and aims to develop self-potential. In line with this, Falah [20] stated that outbound is a combination of simple games, dexterity games, and sports and is filled with adventures. It ultimately forms the elements of dexterity, togetherness, and courage in solving problems. Strengthening the explanation that has been previously, Zhang & Zhang [20] mentioned that outbound is a game that can be done indoors and or outdoors, aiming to explore the potential that exists in students. Besides that, Ancok [21] also emphasized that outbound is a learning strategy carried out in the open; its use is considered to positively contribute to learning success. More specifically, outbound activities help students express themselves and their emotions, help socialize the environment around students, and seek direct experiences [22].

Research result Marimuthu & Mukherjee [23] shows that outbound has a positive impact on student leadership abilities. This ability is one of the essential things for management students in India because this is the key to their eligibility to work in a company. Outbound is one of

the successful means of improving the leadership abilities of management students. Next, Sahril Buchori, Ibrahim & Saman [24] also conducted a study entitled the effect of character education training through outbound training to increase the Faculty of Education's honesty and integrity at the State University of Makassar. This study confirms that the outbound method is an effective method to understand a concept and build better individual character. This study also indicates that character education training through outbound training effectively increases student honesty and integrity. Based on the previous description, the research focused on how the development of an outbound learning model with the experiential learning method could improve the character of caring for the student's social environment.

2. METHOD

This type of research is Research & Development (R & D) based on the previous problem's description. The type of development applied in this study follows the model development steps ADDIE (Analyze, Design, Development, Implementation dan Evaluation) [25]. It provides dynamic and flexible tools in developing outbound learning models to improve students' caring character more efficiently, starting from analyzing the learning model to be developed, designing designs, developing products, implementing (product testing), and doing the evaluation. The subjects in this study were 27 students consisting of 24 male students and three female students. The instrument used is a Likert scale model and a questionnaire containing caring for student characters.

Table 1 Summary of the process of the development research stage with the ADDIE approach

Stage of ADDIE	Forms of activity
Analysis	At this stage, the researcher identified the need for developing an outbound learning model to improve the caring character of the student's social environment
Design	At this stage, the researcher tries to prepare a blueprint or frame of reference for the applied model
Development	This stage describes the formulation of results achieved through programs designed to improve the caring character of students
Implementation	At this stage, the researcher tried to test it by filling in the instrument in the form of a questionnaire given to students as respondents and outbound participants, namely before the outbound implementation (pre-test) and after the outbound implementation (post-test).
Evaluation	At this stage, a thorough and step-by-step assessment is carried out.

3. RESULT AND DISCUSSION

3.1 Results of developing an outbound learning model

The model that has been made is then tested for its validity. The criteria for evaluating product validity are based on "appearance", "content (instructions for use)", "content (material)", "language" and "design". As for the data obtained by him and presented in the following table.

Table 2 Conclusion of the Expert's Assessment

Expert	Assessment Aspects	Average Score	Conclusion
1	Display	4	Valid
2	Contents (instructions)	4.5	Very Valid
3	Content (Material)	4.75	Very Valid
4	Design	4	Valid
5	Language	4.5	Very Valid
Total		4.35	Very Valid

Based on the validator's validity test results, overall, the Outbound Learning model is valid in appearance, content (instructions), content (material), design, and language. Furthermore, to determine the level of validator consistency

towards the learning model's indicators, a test was carried out through SPSS v20.00. The results of data processing can be seen in the following table.

Table 3 Intraclass Correlation Coefficient Test

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,281 ^a	,036	,653	2,951	9	36	,010
Average Measures	,661 ^c	,156	,904	2,951	9	36	,010

Based on the Intraclass Correlation Coefficient test results in the table above, the Average Measures value is 0.661, which is in the range of 0.600 - 0.799 with data interpretation in the high category. Thus it can be concluded that the validators have a high level of consistency in providing an assessment of the outbound learning model.

3.2 Results of Implementation of Outbound Learning Model (Product Practicality Stage)

The implementation stage is carried out through limited trials. The limited trial is a preliminary qualitative evaluation of the product to be produced. Limited trials emphasize the aspects of the content, not the outcomes so that the tools

arranged qualitatively are in a good category and can be applied.

Limited trials were conducted on September 2 and 3, 2018, in the 6th semester of the Physical Education Study Program and the 6th semester of The Counseling Guidance Study Program students at Hamzanwadi University. At the trial stage, the researcher asked the lecturer to implement the Outbound learning model and use the tools that had been prepared. What P observed in the limited trial was implementing the learning model syntax, the use of the Outbound model book. The results of the learning implementation trial are shown in the following table

Table 4 Results of Observations on Limited Trial

No	Assessment Aspects	Score		Average
		Observer 1	Observer 2	
1	Outbound Implementation	40	40	40
2	Environmental care	20	22	21
3	Social care	21	20	20.5
Average				4.08
Percentage				81.5%

Based on the test results presented in the table, it can be concluded that all steps and components of the Outbound learning model developed can be implemented with an average of 4.08. The percentage of agreements between the two observers was 81.5% or in the very good agreement category.

3.3 Evaluation Results of Outbound Learning Model (Product Effectiveness Stage)

The evaluation stage is the stage of testing the effectiveness of the Outbound Learning Model. At this stage, an analysis of students' answers to the two questionnaires submitted in class and at the outbound location was carried out. The results of student answers to the questionnaire in class can be seen in the following figure.

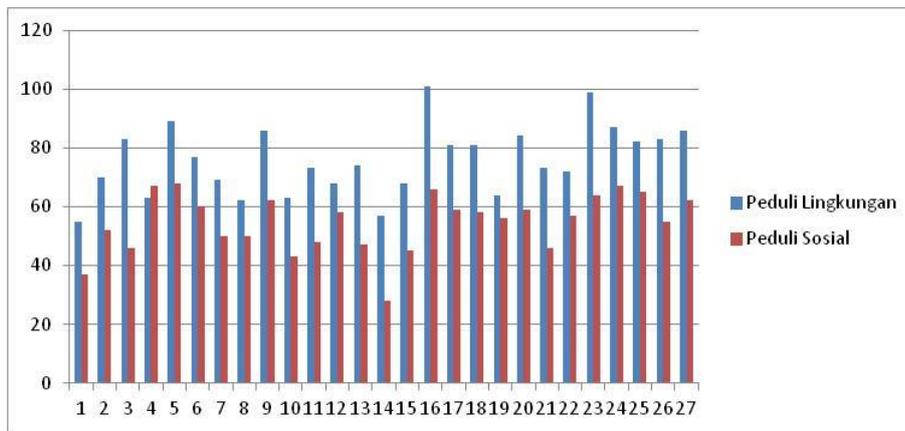


Figure 1 Student Responses about Caring Characters in Class (Pre-Test)

Based on the student response table about the pre-test class's caring character, the percentage score is only 54.40%. This score shows that students' caring character on the pre-test in the class is classified as poor. Furthermore, data

processing is carried out on student responses about the caring character in the post-test class; the results are as follows

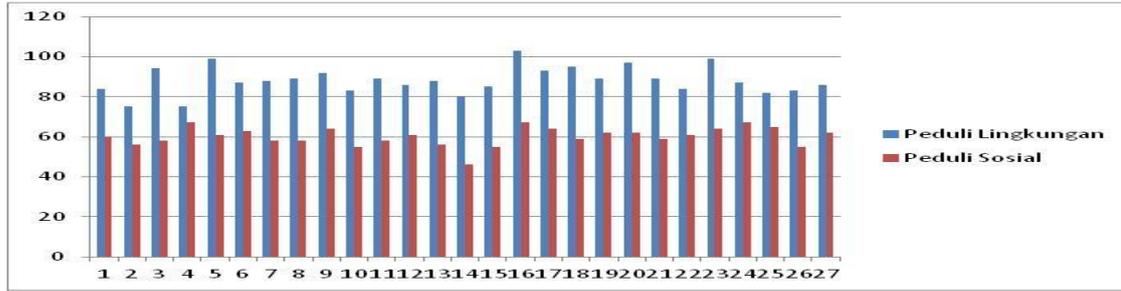


Figure 2 Student Responses about Caring Character in Classroom (Post-Test)

Based on the student response table about the post-test class's caring character, the percentage score is 61.79%. This score shows that the caring character of students in the post-test in the class is quite good

3.4 Needs Analysis and Product Design

Students stated that learning was carried out according to the syllabus's demands in the needs analysis. It was just that the activities carried out were felt not maximally in achieving learning objectives. Students hope that recreational lectures can be carried out with a more supportive learning model to improve the caring character. Interviews with lecturers showed that the lecturers admitted that the learning model implemented so far for recreational courses had not been maximized in improving students' caring character. They responded to the interview results, illustrating the need for the development of an outbound learning model. The Outbound is a way to explore someone's potential with a pleasant atmosphere and a place full of challenges. It can explore and develop potential, leaving the past, being in the present and ready to face the future, solving challenges, unusual tasks, challenging boundaries someone's experience, and understanding one's abilities beyond what is thought [26]. The results of this needs analysis are relevant to the opinion of Openshaw & Whittle [27], who expressed their need for outdoor teachers and educators to balance students' abilities in a structure where they can feel comfortable and not threatened and lack of attention caused by not expected'. The need for effective work follow-up after outdoor experiences was emphasized by several authors [28].

The product design is structured to construct an outbound learning model to improve students' caring character. Ancok [29] mentions the reasons why the outbound method is popular and widely used. The reason why this model is widely used is that this method uses an experiential learning method approach. This method uses a way that provides direct experience to outbound participants. Participants immediately feel success or failure in carrying out a task. When success occurs, participants immediately

know what behaviors make them (the work team) successful.

3.5 Analysis of Validity, Practicality, and Effectiveness

The validity test of the outbound learning model is carried out at the development stage. Based on the results of expert judgment, it is known that the validity test results are classified as valid and very valid. A product is valid, meaning that the product in question describes a strong correlation between product construction and the model developed. Nieven (2013) argues that a product's quality is indicated by the validity, practicality, and effectiveness.

The practicality test in this study was carried out through observations made by two observers. Observations are carried out by observing the character indicators of environmental care and social care. The results of the observations show that the implementation of learning is efficient. In this learning process, all are actively involved as participants, not as observers. So that all participants can feel involved thoughtfully, emotionally, socially, and physically. In outbound activities, all participants are involved; each participant has the same role and contribution to all activities. In this study, researchers used experiential learning theory to develop an outbound learning model to improve Hamzanwadi University students' caring character. The learning process Drives learning motivation and best occurs when learners have experienced information before obtaining the teaching materials to be studied [30]. In other words, to foster student interest, we must bring about general experiences that can be applied in learning. Thus, learners can show their abilities intangible results. Such as the implementation of outbound with experiential learning method (learning through direct experience).

The effectiveness is looked at using the caring character's improvement test based on students' responses during pre-test and post-test. The scores are taken for both in-class and outbound characters. In class, the caring character and outbound locations in the pre-test and post-test in class experienced a significant increase. When viewed

descriptively, the increase in caring character is higher for outbound locations. This condition is relevant to the study results by Dierking & Falk [31], which found that 96 percent of the group (children and parents) can remember field visits made during their early school years. However, it implies that remembering a visit does not mean that it was a useful learning experience or that the lesson could not be better used in class. Evidence for fieldwork's relative efficacy comes from a study of high school students from 11 schools in California, using an environmentally focused curriculum. Ballantyne & Packer [32] warns against learning activities that are too complex. They found that students' use of worksheets, notes, and reports was unpopular with students and did not appear to have significantly contributed to their learning environment. They consider that touching and interacting with wildlife is a more effective strategy.

4. CONCLUSION

Based on the research results above, it can be concluded that the Outbound Learning Model is capable of being tested for its validity, practicality, and effectiveness. Furthermore, it was carried out on a limited trial to obtain the results that the Outbound Learning model was able to improve student care character for the social environment. The limitation of development in this research is that it is only designed for Hamzanwadi University. The researcher hopes further research can be developed for educators in other universities, high schools, junior high schools, and even researchers. So, the development of outbound learning models to improve environmental care can also be applied to Kindergarten institution

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