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Effect of Outdoor Education through Games and Soft Games Hards Self Esteem for Students

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Abstract: *The purpose of this study to determine the extent of the contribution of outdoor education through games and soft games hards against the self-esteem of students in the city of Serang .This method in this research is eksperimen.Populasi used in this study were all students there is the city of Serang. This study used a sample of students 40 students, the sample selection is done by random sampling. The analysis technique used is parametric statistical analysis using multiple linear regression analysis (multiple linear regression). Results showed variable) has a positive and significant relationship with the variable Y (self esteem) with a coefficient of 0.827 that included the category of very strong. Variable (soft games) have a positive and significant relationship with the variable Y with a coefficient of 0, X_1 (hard games X_2 , X_1 , dan X_2*

Keywords : *Hard games, soft games, self-esteem*

I. PRELIMINARY

A. Background

The era of globalization is growing much change the character of a human being in general and junior high school students in particular, both individually and socially. The values of Indonesian sublime wisdom as the value of mutual cooperation, the moral personality, cooperation and abandoned the family has lost generation of this nation, especially the students are turning to foreign cultures yagn irrelevant in this country. Culture as one indication of national identity back into question when a new problem arises in the repertoire of patterns of our social life, what happens is our helplessness suppress globalization is inevitably entrained flow and subject to global authorities. School is the foundation to counteract the effects of globalization bersipat various negative. The role of the school is especially important to keep this nation's generation to keep thinking positive. School as a place of education for adolescents, especially junior high school has an important role for this generation, but there are several factors nyang can inhibit individuals to develop advanced by Sunarto (2006: 10), namely:

- 1) Physical differences
- 2) Social differences
- 3) Personality differences
- 4) Differences in intelligence
- 5) Differences prowess

In human nature, especially the students have the basic potential is essential that distinguishes man from animals, including thoughts, feelings and intentions. Notwithstanding the basis of its potential is not the same for each man. In accordance with the level of development, junior high school students are in the juvenile stage, which has a characteristic search for identity that is different from others that is realized in the form of personality, attitudes, and behavior. Judgment of others above him about feelings, attitudes, and behavior is a manifestation of selfesteem. For that teens should be able to do with good social adjustment in accordance with the demands of the role undertaken in the life and environmental expectations to be met. Pride (Self-esteem) in everyday speech is more often associated with irritable situation or esteem as well as others are judged by the behavior of the person concerned. For example, the phrase "He has no self-esteem", or lack of confidence ". Phrases like this are not very appropriate in the context of psychology, but still illustrates the importance of self-esteem. Esteem itself, means an individual assessment of his results are expressed in attitudes can be positive and negative. How does one judge about him would affect behavior in their everyday lives. Positive self esteem will evoke a sense of confidence, self-esteem, sense of confidence in the ability of self-esteem, are useful as well as a sense that his presence is needed in this world. For example, a teenager who had a fairly positive self-esteem, he would doubtless be able to achieve that he and others had hoped. In turn, the belief that it will motivate youth to really achieve what diinginkan.Sebaliknya, a teenager who had a negative self-esteem will tend to feel that he was not able to and worthless.Based on the background issues that writers pointed out, the research questions are as follows:

- a) Whether there is influence Outdoor Education learning through game soft approach towards self-esteem of students.
- b) Whether there is influence Outdoor Education learning through hard approach the game against the self-esteem of students
- c) Are there differences in the learning effect Outdoor Education through hard game and soft approach to the game against the self-esteem of students.

II. LITERATURE REVIEW

A. Definition of Outdoor Education

Outdoor Education training activities outdoors is fun and challenging. Form of activity is the simulation of life through games (games) are creative, recreational, and educational, either individually or in groups for the purpose of self-development (Personal Development) and group (team development). Through this training is expected birth of the new personalities, motivational, daring, confidence, responsibility, cooperative, and others. In other words, that the game reflects a person who never gives up, always daring to try and try again, and reached the maximum limit of someone who has never previously been realized. OE activity was conducted by Learning experiential approach is a learning process that prioritizes the response and reflection on concrete experience. It mencakup emotion, imagination, physical, and intellectual holistic. Hopkins and Putnam (1993) stated that a special characteristic experiential learning as learning which animates Outdoor Education. Therefore experiential outdoor Learning is often associated with education.

B. Understanding Self-Esteem

The term is self whereas Self Esteem is penghargaan. Slavin. E Robert (1994: 91) says self-esteem are the values that exist in yourself, abilities and behavior. Based on the self-esteem it can be said as a tribute to someone with himself because of what is in a person that is a force that must be valued and developed.

Furthermore (Feist & Feist, 2002) says that the Self-esteem: a feeling of worth / value and confidence, based on reputation or prestige means to have strength for achievement, for adequacy, for mastery and competence, confidence, independence and freedom, based on the competency of real, not solely the opinions of others.

With the price of the individual can feel self-actualization self-esteem is one of the central concepts in the study of psychology. Especially in adolescents, self-esteem is often associated with a range of typical teenage behavior such as fights, drug abuse, dating, until the sports achievement.

The development of self-esteem in a teen will determine the success or failure in the future.

Wells and Marwell (1976: 64) defines self-esteem as a process in the characteristics of one's feelings about himself and the reaction to it by emotional or behavioral. This concept uses the idea of varying attitudes within the meaning of cognition, feelings, beliefs, inclinations, to do and so on. It can be said that self-esteem as a specific part of the attitude or as a position on a particular object. For example, Rosenbreg in (Wells and Marwell, 1976: 69) mentions the person's self esteem will keep the appreciation of himself which expresses the attitude contents agree or disagree. Self esteem is good with teenagers will always judge her feelings in a positive way,

III. METHOD

In accordance with the problem to be studied is the influence hard Outdoor Education through games and soft games against self esteem Serang city junior high school students, so in this study the authors use the method of study was a research experiment.

A. Population and Sample Research

The population in this study are all junior high school students Serang. The sample was numbered 40 students. The coach following characteristics of the sample, the entire age range of 13-15 years, active in junior high school. The technique of taking the number of samples using Taro Yamane cited by Riduwan (2008: 65).

B. The design of Engineering and Research Instruments

The test instrument is a tool or facility used by researchers to collect data in order to work more easily and the results will be better, in the sense of rapid, complete, systematic so that it will be easier to be processed (Arikunto, 2002: 91). To obtain the data this study researchers used questionnaires and then be processed statistically. To measure the student's self esteem questionnaire based quote Asmawi (2007: 219), which is translated from Freeman. To measure self-esteem using a questionnaire developed by the explanation Perquin and Gufron (2005: 48), quoted by Rinda (2009: 17),

C. Instrumen Research

Self-esteem of students in this study was measured by limasub variables where each sub-variables measured by several indicators. Variable sub - sub variables are 1) self-reliant; 2) tranquility; 3) courage; 4) understand others; and 5) emotional maturity.

D. Research Result

The following will be described in detail on each of the study variables.

E. Hard Games

Based on the analysis of research data, it is known that the ratio between the sub-sub-variables are used as a measuring tool of self-esteem research students who are given treatment *outdoor education* with hard games approach at the time before and after the learning is as follows:

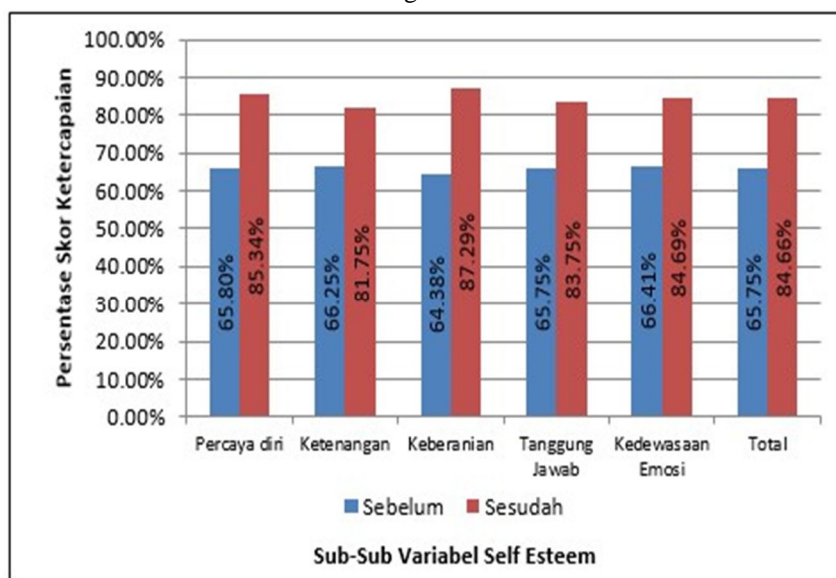
Image 1
Comparison of Percentage Achievement Score
Sub-Sub Variable Self Esteem Students Hard Games

| Sub Variabel | Sebelum | Sesudah |
|------------------|---------|---------|
| Percaya diri | 65,80% | 85,34% |
| Ketenangan | 66,25% | 81,75% |
| Keberanian | 64,38% | 87,29% |
| Tanggung Jawab | 65,75% | 83,75% |
| Kedewasaan Emosi | 66,41% | 84,69% |
| Total | 65,75% | 84,66% |

Based on the above data, it appears that prior to a certain treatment, emotional maturity is a sub-variables of self-esteem of students the highest score compared to sub ketercapaiannya other variables though the difference between the sub-variables are not so much different. As for the sub-variable self-esteem yang ketercapaiannya lowest score compared to other sub-variables is courage. Instead, after the treatment of the outdoor education students to approach the hard games, it appears that courage became sub variable ketercapaiannya the highest score compared to other sub-variables which amounted to 87.29%. While the sub-variables of self-esteem of the lowest scores compared to sub ketercapaiannya other variables at the time after a certain treatment is peace which is equal to 81.75%. Generally, seemed to increase students' self-esteem than before with outdoor education after receiving treatment with the hard approach games. Prior to the treatment, the achievement of self-esteem score group students hard games amounted to 65.75%. After receiving treatment outdoor education with the approach of hard games, score achievement of self-esteem of these children increased by 18.91% to 84.66%.

A clearer comparison between the sub-sub-variables *self-esteem* students before and after the treatment of outdoor education with hard game stampak approach in Figure 2 below.

Figure 2



F. The General Picture Of Self-Esteem Students Soft Group Games

Based on the analysis of research data, it is known that the ratio between the sub-sub-variables are used as a measuring tool of self-esteem research

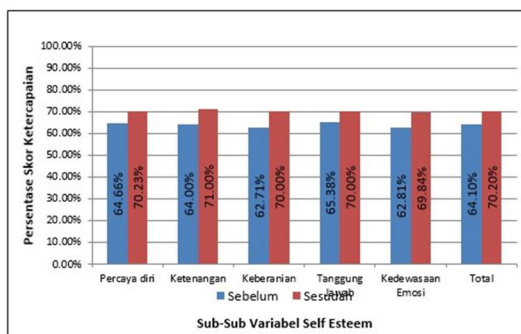
Students were given treatment *outdoor education* with a soft approach games at the time before and after the learning is as follows:

Figure 3
Comparison of Percentage Achievement Score
Sub-Sub Variable Self Esteem Students Soft Games

| sub Variables | Before | After |
|--------------------|--------|--------|
| Confidence | 64.66% | 70.23% |
| calmness | 64.00% | 71.00% |
| Courage | 62.71% | 70.00% |
| Responsible | 65.38% | 70.00% |
| Emotional maturity | 62.81% | 69.84% |
| Total | 64.10% | 70.20% |

Based on the picture above, it appears that prior to a certain treatment, the responsibility of the sub-variables of self-esteem of students group of soft games ketercapaiannya the highest score compared to other sub-variable although the difference between the sub-variables are not so much different. The sub-variables of self-esteem of the lowest scores compared to sub ketercapaiannya other variables are the same courage as well as a group of students hard games. After their treatment of the outdoor education students with a soft games through experiential approach to learning, it appears that the calm is still a sub-variable ketercapaiannya the highest score compared to other sub-variables which amounted to 71.00%. While the sub-variables of self-esteem of the lowest scores compared to sub ketercapaiannya other variables at the time after the treatment of emotional maturity, amounting to 69.84%. In general, there appeared to be an increase in self-esteem of students from before to after treated outdoor education with the soft approach through experiential learning games even though the increase is not so high compared to children who received treatment with the approach of outdoor education through experiential learning hard games. Prior to the treatment, self-esteem score student achievement soft group games amounted to 64.10%. After receiving treatment outdoor education with a soft games through experiential approach to learning, achievement scores of self-esteem of these children increased by 6.06% to 70.20%. A clearer comparison between the sub-sub-variables of self-esteem of students before and after the treatment of outdoor education with the soft approach through experiential learning games shown in Figure 4 below.

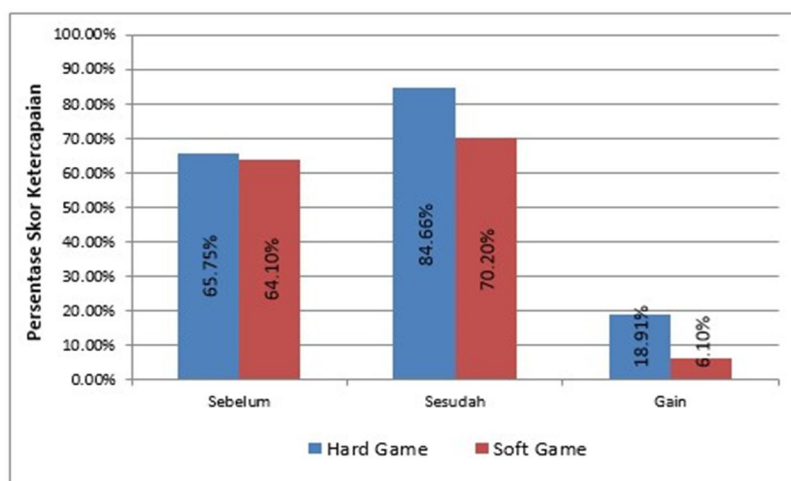
Figure 4
Comparison of Self Esteem Score Achievement Percentage Grade Soft Game based on each Sub Variables



Based on the above, we can know that the self-esteem of students groups as well as groups of hard games soft games has increased after the treatment of outdoor education through learning experiential. However, when compared, it appears that the increase in self-esteem of students who received treatment with the approach of outdoor education through experiential learning hard games higher than the increase in self-esteem of students who receive treatment outdoor education with the soft approach through experiential learning games. A clearer picture of this comparison can be seen in the following figure.

Figure 5

Comparison of Percentage Achievement Score Self Esteem Student Class Student Class Hard Games and Soft Games



IV. DISCUSSION

After analyzing each variable terhadap then calculate regression analysis to see the impact and contribution of each independent variable on the dependent variable, the following discussion.

A. The Initial Condition Of Self-Esteem Students Experiment Samples Of Hard Games And Student Experiments Samples Soft Games

The initial condition of self-esteem of the students hard games experimental sample is considered good enough. This can be seen from the percentage of achievement scores obtained from the questionnaire on a group of hard games is 65.75% of the ideal score. The average self-esteem score group students hard games is 105.2 with the highest score is 114 and the lowest score is 97 out of a total expected value is 160. This condition is created because children are not getting the provision of the learning process.

The condition of self-esteem students experiment samples of soft games as well as the experimental sample student hard games are considered quite good. This can be seen from the percentage of achievement scores obtained from the questionnaire on soft group games is 67.47% of the ideal score. These conditions are created for children are both not getting supplies / learning experience.

The initial condition of self-esteem of students in both groups were equally be at a level good enough. This indicates that the samples used in both homogeneous group or in other words have the same basic potential making it feasible for the research sample.

B. The Final Condition Of Self-Esteem Students Experiment Samples Of Hard Games And Soft Games Sample Student Experiments

final conditions *self-esteem* students have hard games experimental samples after the learning process is considered very good. This can be seen from the percentage of achievement scores obtained from the questionnaire on a group of hard games is 84.66% of the ideal score. The average scores on self-esteem of students groups adalah 135,45 hard games with the highest score was 145 and the lowest score is 126 out of a total expected value is 160. This indicates that the learning process by using the methods of outdoor education through hard games approach is quite effective in improve self-esteem of students.

The final conditions of self-esteem of the students experiment samples of soft games after the learning process is still considered good. This can be seen from the percentage of achievement scores obtained from the questionnaire on soft group games is 73.85% of the ideal score. The average score of students' self-esteem group 118.16 with a soft games is the highest value is 128 and the lowest score is 113 out of a total expected value is 160. Self-esteem student experiment samples gamessama soft case with hard games experimental sample of students increased but with only the good category. This can be seen from the percentage of achievement scores obtained from the observation in the control group was 73.85% of the ideal score. This shows that the methods of outdoor education through hard games approach is clearly more effective to increase the self-esteem of students from the soft approach games. Although self-esteem of students groups increased soft games, but the increase is happening is not proportional to the increase that occurred in the group of hard games.

C. Differences In Self-Esteem Of Students In The Group Of Hard Games And Soft Games Group Before And After The Learning
Self-esteem students before the learning process both in the group of hard games and group games are basically the same soft. This shows that it is basically a potential basis of self-esteem of students in both groups were comparable. As for the self-esteem of the student group and the group of hard games soft games after the learning process seem to show a difference. In this case, a group of hard games to get treatment with the methods of outdoor education learning through hard approach games, soft games while getting treatment group outdoor learning games education through soft approach. With adanyaperbedaan, then this proves bahwahalini showed that at baseline prior to the learning process with methods of outdoor education through hard approach games and soft games, It shows that after learning the methods of outdoor education takes place, it appears self-esteem, hard games experimental sample was higher than the experimental samples of soft games. Of relevant research results are basically outdoor education through gamespenerapannya hard and soft games through experience and learning. This means that more and more students gain experience, then these students can solve problems, deal with risk, it is expected that also develops the values of self-esteem is high. This was stated by the concept of Guilford in Gani (2007: 111) that in the action against the two continuum namely, the continuum of the physical with the psychological continuum. The physical condition is expressed as the stimulative (stimulus) that can stimulate the psychological continuum to give rise to a series of sensory experiences in the form of action

V. CONCLUSION

Based on the analysis and discussion of the influence of outdoor education method with the approach of hard games and soft games through experiential learning to students' self-esteem, can put forward some following conclusions:

- A. Outdoor education activities using hard games approach can improve the self-esteem of students.
- B. Outdoor education activities using the soft approach of the games can improve students' self-esteem.
- C. There are differences in self-esteem through hard approach games and soft games. Approach through hard games better than the soft approach games. That is, methods of outdoor education through hard games approach does have a significant impact on students' self-esteem.

VI. RECOMMENDATION

Based on the results of research and discussion, the authors merekomendasikan matters relating to student awards with outdoor education activities as follows:

- A. Outdoor education activities should use a hard games so that students' self-esteem can be increased so that the process and the goals can be done well.
- B. Outdoor education activities is done in a sustainable manner and programmed, in order to improve all the characteristics of children, especially high school students. These activities can help your child's personality in order to face social life with peers. This program should be carried out intensively and programmed in order to increase student's personality, because personality is the main thing for children to do in preparation. In addition the program can improve students' ability to concentrate, so as to improve students' academic ability.
- C. To the teachers of physical education, should be able to carry out these activities programmed and planned, in order to improve the personality of the child and the child's ability in facing this life.

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