Abstract:
Outdoor education is an education which is conducted in outside classroom, school building, or in wild (open area). One form of special out class education held in Elementary School is outbound. Outbound is a form of activity taken in group or team in the open space or wild. The form of games used in the outbound activities are: 1) game for the introduction  2) games to build trust, 3) games to build cooperation, 4) games to build communication, 5) games to develop concentration and sensitivity, and 6) games to develop creativity and imagination.

Keywords: Outdoor, Education, Elementary School

INTRODUCTION

The Subject of Physical Education, Sport and Health is an effort to create complete human being held at schools, starting from the basic to medium level of education. Physical Education, Sport and Health is an integral part of overall education, which aims to develop the aspects of physical fitness, motor skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of healthy lifestyles and the introduction of a clean environment through physical activities, exercise and health in systematically well planned in order to achieve the national education goals. Education as a lifetime human construction process, Physical Education, Sport and Health taught at school has a very important role, it provides the opportunity for students to engage directly in a variety of learning experiences through physical activities, sports and health that are selected and conducted systematically. The learning experiences briefing
is directed to foster better physical growth and mental development, as well as forming healthy lifestyles and long life fitness.

The scope of subject Physical Education, Sport and Health in Elementary School, according BSNP (2006: 704) includes aspects as follows: (1) games and sports, they are: traditional sports, movement exploration game, locomotors non locomotors skills and manipulative, athletics, rounders, kippers, soccer, basketball, volleyball, table tennis, tennis court, badminton, and martial arts, as well as other activities, (2) development activities including: mechanics posture, physical fitness component, and the form postures body and other activities, (3) gymnastics activities, including: simple agility, non equipment agility, dexterity with the instrument, and the gym floor, and other activities, (4) rhythmic activities, including: free movement, morning gymnastics, SKJ and aerobics as well as activities Other, (5) Water activities, including: playing in the water, water safety, skill movement in the water, and swimming and other activities, (6) special education classes, including: picnic / field trip, the introduction of the environment, camping, exploring, and hiking , and (7) health, including: setting a healthy culture in everyday life, especially related to body treatments to stay fit, caring healthy environment, selecting healthy food and drink, preventing and treating the five senses, setting the proper rest time and playing an active role in P3K and UKS. Health aspect is a separate aspect, but it implicitly covers the all aspects.

Outdoor education is one of the scope subject of Physical Education, Sport and Health in Elementary School. Outdoor education are conducted outside the classroom or outside school buildings, or in the wild (open space), such as: playing in the neighborhood schools, in parks, in villages or coastal
fishing, farmer villages or farming area, camping, and adventure. Thus, it will be obtained many knowledge and values from outdoor activities. Form of activity that is now often carried out by many students and held in out class education is outbound. Outbound can generally be defined as joint activities outside the classroom, or outside room. In other words, outbound activities are joint activities in the wild or open area. A physical education teacher or facilitator should be able to create interesting outbound activities, especially in elementary school. This will lead students who following outbound activities feel fun and they are able to get the benefit from these activities.

REFERENCIALS STUDY

THE ESSENCE OF OUTDOOR EDUCATION AND OUTBOUND

Outdoor education is outside school activities that includes activities outside the classroom or school and others in the wild, such as: playing in the school environment, parks, village or fishing, camping, and other adventure activities, and the development of relevant knowledge aspect (Arief Komarudin, 2007). Outdoor education is one of the subject scope of Physical Education, Sport and Health in Elementary School. Further, according to Tandiyo Rahayu (2009), outside classroom is an education conducted outside the classroom or outside school buildings, or in the wild, such as: playing in the neighborhood schools, in parks, in villages or coastal fishing, the farmer town / paddy fields, camping, adventures, so it will be obtained knowledge and values associated with outdoor activities.

Outbound it self can generally be defined as joint activities outside the classroom, or outside the room, (Suparlan, 2008). In other words, outbound
activities are joint activities in the wild or open areas, for instance, outbound activities held by a particular school. In consideration that the students do not know how to live in countryside, like how the farmers grow rice, milk the cow, and so on. Physic teacher and parents’ expectation is that their children need to participate in outbound activities in order to have a life experience in the countryside or in the open space.

OUTDDOR EDUCATION GOALS AND OUTBOUND

The global goals of general education achieved through activities outside the classroom or outside the school environment are: 1) make each individual has a unique opportunity to develop creativity and personal initiative, 2) provide the meaningful setting for their attitude formation, 3) Develop awareness, appreciation and understanding of the natural environment and how humans have a relationship with them, 4) help to realize each individual’s potentialities of life, so their body and spirit can be optimally developed, 5) provide a context in social life recognition process by providing opportunities for kids to feel directly, 6) allow students to develop skills and interest in outside classroom activities, 7) develop an understanding in using and protecting the natural environment wisely, 8) introduce variety of outside classroom activities that enable learning activities more creative, 9) provides a unique opportunity to change behavior through setting out the background in outside classroom activities, 10) give contribution to help in developing a better relationship between teacher and students through various experiences in the wild, 11) provide an opportunity to learn from direct experience through the implementation of free school curriculum in various areas,
and 12) utilize resources from the environment and surrounding communities for education.

Outbound itself has several benefits for the students or participants who join it. According to Djamaluddin Ancok, (2002: 43-44) that the benefits derived from outbound activities include: 1) creative thinking, 2) having good interpersonal relationships, 3) communicating effectively, 4) motivating self and others, and 5) having the ability in self-management. Besides the benefits of outbound, according Hanik Liskustyawati (2008: 209), among others are: 1) getting to know more about self ability, 2) emerging tighter the sense of togetherness, 3) understanding more the meaning of a team building, and 4) eliminating the sense of saturated due to overloaded working.

**THE IMPLEMENTATION OF OUTBOUND IN ELEMENTARY SCHOOL**

Outbound is one form of special out class education held in elementary schools. The Success in implementing outbound must not be separated by the role of a PE teacher or facilitator. PE teacher or facilitator has a very important role, because they are as host or specify materials in outbound activities. According DJamaladin Ancok, (2002: 43-44), to become the host of outbound activity, there are some things that must be owned by the facilitators, such as:

1. Have the competence, as well as in the field of group dynamics.

   A facilitator in bringing the outbound show must have competence. This is very important, especially in understanding the behavior that emerged from the participants or students from outbound activities that have been done

2. Understand the game plan to uncover the behavior of the participants or students.
A facilitator should be involved in designing their games to be conducted by
the participants. Beside that, must know what the essence of game that has
been done.

3. Has powers of observation and good communication ability.
   The facilitator should have the good emotional intelligent. In addition, must
also have clear and good communication skills and not to make participants
offended.

4. Has interesting and authoritative (adequate education, an attractive
   personality, and having a good sense of humor).
   The atmosphere in outbound activities should be full of joy. Learning in a
happy condition will help the effectiveness of the learning process. Therefore,
a facilitator has to make warm and cheerful atmosphere with good humor
without offending participants’ feeling.

5. Master the technical problems outbound activities, including safety issues.
   The facilitator must have the sharpness of observation in observing
participant’s attitudes in implementing the game that will presumably lead to
danger.

   Outbound implementation methods should lead to the success and
effectiveness in the implementation of the out bound. In the implementation of
outbound, there is a learning process. According DJamaladin Ancok, (2002: 6),
argued that every effective learning process requires the stages including:

1. Shaping experience stages
   At this stage the participants are involved in a game activity with another
person. Activity or this game is one form of direct experience on the
participants or students. Direct experience will be used as a vehicle to create
an intellectual experience, emotional experience, and physical experience. To get a needed experience, needs the necessary steps in terms of: 1) preparation of outbound needs, 2) the arrangement of activities, and 3) the preparation of the order of activity.

2. Stages of meditation experience

This stage aims to process the experience gained from activities that have been done. Each participant in this stage to reflect on personal experiences felt during the activities take place. Participants must be able to feel intellectually, emotionally, and physically. The task of facilitator in this stage is to stimulate the participants to convey personal experience after engaged in these activities. In reflection, participants tell their personal experience in various learning stage. One of the levels of learning that can be used in outbound activity is learning level of Bloom's (1956) which is quoted by Djamaluddin Ancok, (2002: 12), level of study consists of: 1) knowledge: at this level only remember events that happened and tell what happened as facts, 2) comprehension: at this level, participants has brainstormed to sense the game done, 3) application: at this level participants perform a simple application of what is learned, 4) analysis: at this level participants split things he experienced in the various components and see the connection with each other, 5) synthesis: at this level participants combine pieces of knowledge to solve problem. At this level also, has been a problem-solving in daily life, 6) evaluation: at these level participants evaluate the benefits of an idea, problem solution, and their experienced events.
3. Shaping concept stages

At this stage the participants find the meaning from the experience of intellectual, emotional, and physical activity obtained from these activities. This stage is a reflection, by asking the participants what the relationship between the activities carried out in daily life.

4. Testing concept phase

At this stage, the participants are invited to reflect on and discuss how far concepts that have been formed in the formation stage can be applied in daily life in the community, family and at school as well.

**THE FORMS OF OUTBOUND GAMES IN ELEMENTARY SCHOOL**

Games for outbound basically include some type of games. Each game has function and meaning for the participants. According to Vincentius Endy Santoso (2008: 5-10) forms of outbound games that can be played in primary school such as: 1) the game for introductions and build intimacy, for example: zip-zap, the name and style, name circling, and so on, 2) games to build trust, for instance, fallen trees, walking backwards, car and its driver, etc., 3) games to build cooperation, for example: a ball and bamboo, cobwebs, and the ball rolling, and so on, 4) games to build communication, for example: the message chain, connecting stories, pictures and so on, 5) games to develop concentration and sensitivity, for example: the wind blowing, falling objects, elephant and ants, and so forth, and 6) games to develop creativity and imagination, for example: play mirror, hypnosis, magic seats, and so on.
CONCLUSION

Outbound is one form of outdoor education which is conducted in elementary schools. Basically, Outbound is activities conducted jointly in the wild or open area. Outbound has benefits for students. The most important benefits is to shape characters.

To establish the interesting outbound and useful for students can be achieved through some approaches or methods, which include: 1) the formation of experience stage, 2) contemplation experience stage, 3) concept formation stage, and 4) testing the concept stage.

REFERENCES


