Ability of Physical Education Teachers in Implementing Learning Outdoor Education. (Studies in Outdoor Education Trainees)

Aris Fajar Pambudi

FIK UNY

Abstract

This research was motivated by the lack of implementation of the special education classes in various educational units. This study aims to provide an overview of the capabilities Elementary School Physical Education Teachers in Implementing Learning Outdoor Education. This research is descriptive quantitative. The method used in this study is a survey method of data collection techniques such as questionnaires. The population in this study is a Physical Education teacher elementary school Kebumen district, Central Java totaling 33 people. Research shows 2 teachers in the category of less than once with a percentage of 5.71%, 8 teachers in the category of less with a percentage of 22.86%, 11 teachers in the category of being with a percentage of 31.43%, 11 teachers in good category with a percentage of 31.43% and 1 teacher in the category very well with a percentage of 8.57%.

Keyword: Physical Education, Learning, Outdoor Education.

INTRODUCTION

Lessons are taught physical education in schools targeted towards the harmony between body growth and mental development and is an attempt to make the Indonesian nation to be a nation of healthy, strong and unseen, and can be given to all types and levels of schooling. Implementation of Outdoor Education or Education outside the classroom / Outdoor Education / activities outside the classroom in various educational units is still very low, even if it is virtually never implemented.

Outdoor education activities only serve as an additional activity to fill the void after the semester exams. Rusli Lutan and Adang Suherman (2000: 1), the process of teaching physical education through physical activity and at the same time as well as the instructional process to learn physical skills. Meanwhile, according to Abdul Gafur (1983) cited by Arma Abdoolah and Agusmanadjii (1994: 5), physical education is an educational process of a person as an individual and as a member of society who made consciously and systematically through an intensive physical activity in order to obtain increased capacity and physical skills, the growth of intelligence and character formation.
Physical education is a learning process that is designed to improve physical fitness, develop motor skills, knowledge and active living behaviors and sportsmanship through physical activity. Outdoor education can be used as a new alternative in improving the quality of human knowledge in the achievement. The problem that arises is the lack of ability to carry out physical education teachers in elementary schools teaching outdoor education. It is characterized by the lack or have never done learning outdoor education as stated in the Standards of Competence and Basic Competence in the curriculum. The reluctance of physical education teachers in implementing outdoor education learning can be influenced by ignorance about the concept and purpose of outdoor education. This approach uses the life outdoors and camping activities, which provide many opportunities for students to acquire and master the various forms of basic skills, attitudes and appreciation of the various matters contained in the natural and social life. Forms outside the classroom activities can include: camping, hiking, exploring, fishing, cooking, nature study, living in the countryside,

Based on the above problems, researchers are interested in knowing the ability of physical education teachers in implementing outdoor education learning. This study was conducted after physical education teacher on Kebumen district who gets outdoor learning training education. Education outside the classroom not just move out of the classroom lessons, but it is done by getting students at one with nature and doing some activity that leads to the realization of student behavior change to the environment through the stages of awareness, understanding, caring, responsibility and action or behavior. Outdoor education can be in the form of games, stories, sports, experimentation, race, recognize environmental cases and discussion surrounding the excavation solutions, environmental action, and roaming environment.

Education outside the classroom is defined as education that takes place outside the classroom that involve the participation of experience that requires students to follow the adventures that challenge the basis of outdoor education such as hiking, mountain climbing, camping, etc. Education outside the classroom contains philosophy, theory and practical educational experience and environment. Outdoor learning approach using the outdoors as a medium setting. The process of using nature as a medium of learning is considered very effective in knowledge management where everyone will be able to feel, look directly can even do it yourself, so that the transfer of knowledge based on experiences in nature can be felt, translated, is developed based capabilities. This approach hone physical and social activity in which the child will be doing a lot of activities that indirectly involve cooperation among friends and creative abilities.
RESEARCH METHOD

Research using survey research methods by using the questionnaire as a criterion. Research is intended to determine the ability of physical education teachers in implementing the learning activities outside of school physical education teacher District of Kebumen. The approach used in this research is descriptive quantitative. Descriptive study was not intended to test the research hypothesis but rather describes the state as it is on a variable, symptoms or circumstances. To achieve the research objectives, need to know first research variables, variables will be the object of research or factors that play a role in the events that will be measured. Broadly speaking, the study variables to be studied is the Ability of Physical Education Teachers in Implementing Learning Learning Activities Outside the School, namely Ability and skill physical education teacher in the learning process is done outside the classroom or outdoors, by utilizing existing equipment so as to bring creativity and acquire knowledge as well as recreational measured using a questionnaire.

Place and Time Research

This study was planned to be implemented in Unit Department of Education district Kebumen Regency Kebumen. Research time from October to November 2013, and the time of data collection in November 2013.

Population and study sample

The population in this study were all teachers in Elementary School District Education Office Kebumen, district Kebumen that follow Training Learning Learning Outside School Activities totaling 33 teachers. All trainee sample used in the study amounted to 33 people.

Data Collection Techniques

In this study, data collection technique using a questionnaire (questionnaire). Suharsimi Arikunto (2006: 151) questionnaire or the questionnaire is a question or statement used to obtain information from respondents in terms of their personal statements, or things that he knows.

Data Analysis Techniques

The research data in the form of scores are knowledge, perception and skills Ability to represent the physical education teacher in the learning process is done outside the classroom or outdoors,
by utilizing existing equipment so as to bring creativity and gain knowledge as well as recreation.

**Testing Instruments**

The trial is intended to determine whether the instrument instrument is composed completely valid. Both the poor instrument is shown by the level of validity and level of reliability. Any 3 basic steps that must be considered in preparing the instruments, namely: defining the construct, investigate and formulate factors grains have a question or a statement.

1. **defining construct**
   Construct a stage in the research is aimed to give the meaning of the construct boundaries to be studied, so eventually there will be no deviation from the objectives to be achieved in the study. Construct in this study is the ability of physical education teachers in implementing the learning activities outside of school physical education teacher District of Kebumen.

2. **investigate factors**
   Investigate the factors is a step that aims to characterize the factors suspected then believed to be a component of the construct to be studied. Factors that support the ability of physical education teachers in implementing the learning activities outside of school are;
   a) Factors that comes from within each individual or PE teacher (intern), which consists of physical and psychological factors.
   b) The factor that comes from the outside in each individual or PE teacher (external), which includes: the student, the school environment, equipment and learning materials outside of school activities.

3. **Arrange the grains questions**
   Formulate the questions is the last step of the preparation of the questionnaire, namely the translation of all the factors in the questionnaire, so as to limit the test items were compiled from a relevant factor.

**Test the validity and reliability of the instrument**

An instrument is said to be valid if it is able to measure what should be measured. To test the validity of using a product moment correlation statistics Cronbach alpha formula. In this study, a questionnaire was tested in the District 30 elementary school teachers who have training Kebumen Outdoor Learning school. Of 30 questions that tested questionnaire, no matter who is disqualified 7. Due to time and budget constraints, the researcher uses only 23
questions from a questionnaire that had been tested and that has been declared invalid. Of the 23 that already represents about each indicator questions on the questionnaire.

The collected data is then analyzed quantitatively. Data obtained and expressed in the form of a percentage. Descriptive statistics were used to analyze statistical data in ways that describe or depict the data that has been collected as is without intending to make conclusions that would apply to the public. Research conducted on the total sample questionnaire is distributed questionnaire containing statements consist of four alternate answer choices is the answer strongly agree, agree, disagree, strongly disagree.

**Tabel 1. Ability questionnaire grilles of Physical Education Teachers in Implementing Outdoor Learning School in the District Physical Education Teachers Kebumen.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Factor</th>
<th>Indicator</th>
<th>item Questionnaire</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of Physical Education Teachers in Implementing School Outdoor Learning in Physical Education Teacher District of Kebumen Kebumen</td>
<td>1. Intern</td>
<td>teacher Teaching process mastery of the material</td>
<td>1, 2, 3, 4, 5, 6, 7 8, 9, 10, 11, 12</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2. Ekstern</td>
<td>student - psychological - physical</td>
<td>13, 14, 15, 16, 17, 18, 19</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Environment - Completeness of facilities or equipment - location - Environment</td>
<td>20, 21, 22, 23 24, 25, 26</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School curriculum</td>
<td>27, 28, 29, 30</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Furthermore, the data is processed by means of descriptive analysis. For ease of tabulation, then the answer is quantitatively altered by giving a number (score) on each item statement, scores for positive statements, strongly agree answers were given a score of 4, the answer was given a score of 3 agree, disagree answers were given a score of 2, and so did not
answer agreed were given a score of 1, while scores for negative statements strongly agree answers were given a score of 1, the answer was given a score of 2 to agree, disagree answers were given a score of 3, and strongly disagree answers were given a score of 4.

**Table 2. Answer Score**

<table>
<thead>
<tr>
<th>alternative Answers</th>
<th>Code</th>
<th>Answer Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>SS</td>
<td>4</td>
</tr>
<tr>
<td>agree</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>disagree</td>
<td>TS</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>STS</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**RESEARCH RESULT AND DISCUSSION**

This study was conducted to determine the ability of Physical Education Teachers in Implementing School Outdoor Learning in Physical Education Teacher District of Kebumen. This research was conducted in the District Kebumen, Central Java. The data showed that a minimum score of 64, maximum score 85, average 74.11, and the standard deviation (SD) of 5.38. Data obtained from these tests are used to categorize into five categories: excellent, good, moderate, less and less so. To determine the categories, the data must first be collected and counted then categorized according to the norms of categorization.

**Table 3. Frequency Distribution Capabilities to Implement the Physical Education Teacher Education Out of School Activities.**

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Kategori</th>
<th>Frekuensi</th>
<th>Persentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>82.19 - &gt;</td>
<td>excellent</td>
<td>3</td>
<td>8,57%</td>
</tr>
<tr>
<td>2</td>
<td>76.81 - 82.18</td>
<td>good</td>
<td>11</td>
<td>31,43%</td>
</tr>
<tr>
<td>3</td>
<td>71.43 - 76.80</td>
<td>medium</td>
<td>11</td>
<td>31,43%</td>
</tr>
<tr>
<td>4</td>
<td>66.05 - 71.42</td>
<td>less</td>
<td>8</td>
<td>22,86%</td>
</tr>
<tr>
<td>5</td>
<td>66.04 - &lt;</td>
<td>less so</td>
<td>2</td>
<td>5,71%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the above table, it is known that the ability of Physical Education Teachers in Implementing School Outdoor Learning in Physical Education Teacher Se-District of
Kebumen, 2 teachers in the category of less than once with a percentage of 5.71%, 8 teachers in the category of less with percentage of 22.86%, 11 teachers in the category of being with a percentage of 31.43%, 11 teachers in either category with a percentage of 31.43% and 3 teacher in the category very well with a percentage of 8.57%.

![Bar Chart](image)

**Figure 1. Ability of Physical Education Teachers in Implementing School Outdoor Learning in Physical Education Teacher District of Kebumen Kebumen**

Based on the results of the study showed that the ability of Physical Education Teachers in Implementing School Outdoor Learning in Physical Education Teacher Se-District of Kebumen, 2 teachers in the category of less than once with a percentage of 5.71%, 8 less teachers in the category with a percentage of 22.86%, 11 teachers in the category of being with a percentage of 31.43%, 11 teachers in either category with a percentage of 31.43% and 1 teacher in the category very well with a percentage of 8.57%. It can be concluded that the ability of Physical Education Teachers in Implementing School Outdoor Learning in Physical Education Teacher Se-District of Kebumen Kebumen in the category of medium and good.

Acquisition of the above results, due to several factors that affect the physical education teachers, among others, as follows:

1) Factors that comes from within each individual or PE teacher (intern), which consists of physical and psychological factors.

2) The factor that comes from the outside in each individual or PE teacher (external), which includes: the student, the school environment, equipment and learning materials outside of school activities (curriculum).

Learning is a curriculum that requires the activity of actualization of teachers in creating and growing activities of learners in accordance with the plan that has been programmed. The teacher must master the principles of learning, selection and use of instructional media, the
selection and use of teaching methods, assessing skills Results of study of students, as well as sorting and learning to use the strategy or approach. Matter is the substance of the learning process of physical education. Provision of material in physical education depends on the choice of physical activity, so the selection of physical activity will affect the learning process. This material contains the tasks of motion or physical activity that is planned to be implemented by the learner, through experiential learning that is expected to change. Learning objectives contain expectations about the expected behavioral changes in self-learners. This goal will color or affect the learning process of physical education, so that this goal is the starting point of the whole learning process physically.

CONCLUSION AND SUGGESTION

Research shows 11 teachers in the category of being with a percentage of 31.43%, 11 teachers in either category with a percentage of 31.43%. Learning outside the classroom is through the activity of interdisciplinary learning through a series of activities designed to be done outside the classroom. This approach is consciously exploiting the potential of natural background to contribute to the physical and mental development. By increasing awareness of the reciprocal relationship with nature, the program can change attitudes and behavior towards nature. Learning is a curriculum that requires the activity of actualization of teachers in creating and growing activities of learners in accordance with the plans that have been programmed.

Lessons are taught physical education in schools targeted towards the harmony between body growth and mental development and is an attempt to make the Indonesian nation to be a nation of healthy, strong and unseen, and can be given to all types and levels of schooling. Physical education is a learning process that is designed to improve physical fitness, develop motor skills, knowledge and active living behaviors and sportsmanship through physical activity. The teacher must master the principles of learning, selection and use of instructional media, the selection and use of teaching methods, assessing skills Results of study of students, as well as sorting and learning to use the strategy or approach.

REFERENCES


