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Correlation of Outdoor Education With Student's Aggressive Attitudes

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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 Senior High School 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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1. 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 (Hardiyanto & Romadhona, 2018). 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 (Idris et al., 2019).

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 (Blakemore, 2018), 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 mal-adaptation, risky behavior, or juvenile delinquency (Foulkes & Blakemore, 2018).

Outdoor education has emerged as a significant pedagogical approach, offering students a unique learning environment that extends beyond the traditional classroom. This method is increasingly recognized for its potential to foster a range of positive outcomes, including improved physical health, enhanced social skills, and greater environmental awareness. However, a growing body of research has begun to explore the correlation between outdoor education and students' aggressive attitudes, seeking to understand whether and how this form of education can influence behavior.

The issue at hand revolves around the hypothesis that outdoor education, with its emphasis on teamwork, problem-solving, and physical activity, may have a mitigating effect on aggressive tendencies among students. This is a critical area of study, as aggression in schools can have far-reaching consequences, affecting not only the individuals involved but also the overall learning environment and community dynamics.

Researchers are examining various aspects of outdoor education, such as adventure-based programs, wilderness therapy, and environmental education, to determine their impact on students' aggressive behaviors. The findings from these studies could have profound implications for educational policy, suggesting potential interventions to address aggression and promote a more harmonious school environment.

Understanding the correlation between outdoor education and students' aggressive attitudes is essential for educators, policymakers, and parents alike. It can inform the development of more effective educational strategies, contribute to safer school environments, and support the holistic development of students. As such, this issue is not only of academic interest but also of practical significance in addressing some of the pressing challenges faced by educational systems today.

There is a phenomenon that occurs in Malaysia, namely the number of students who are involved in verbal violence, cursing, bullying, etc., as well as physical violence hitting, punching, etc (Budirahayu & Susan, 2019) . In a study related to the predictors of violence appearing in elementary school to middle school, especially in grade 7, starting from things such as poor grades, drug use at an early age, poor school ties (Ellickson & McGuigan, 2000). 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 (Allen et al., 2018). In line with the above view, (Yunalia & Etika, 2020) 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 (Nurtjahyo & Matulessy,

2013) 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 Nelson is a behavior that is intended to hurt and can have damaging consequences when expressed out of context (Nelson & Trainor, 2007). 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 (Bredemeier & Shields, 2006).

According to (Holt et al., 2020; Jones et al., 2017) 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 Malaysian 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. 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 (Nielsen et al., 2016). Practical outdoor activities filled with play activities can transfer cognitive, affective, and psychomotor values. Outdoor education (OE) also aims to encourage learning through interactions between emotions, actions and thoughts, based on practical observations in authentic situations. Outdoor education (OE) illustrates benefits such as greater self-confidence, independence and resilience, and strengthened friendships and school engagement (Becker et al., 2017; Cottrell & Cottrell, 2020; Mutz & Müller, 2016).

According to (Rocmah, 2012) 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"

2. METHODS

This study employed a quantitative research approach, specifically utilizing an ex-post facto design. The ex-post facto method is characterized by its focus on investigating causal relationships between variables where the data have already been collected and the events have naturally occurred, without any manipulation by the researcher. This type of research is

particularly appropriate for exploring comparative analysis, as it allows the researcher to assess potential cause-and-effect relationships retrospectively. In this study, the ex-post facto approach was used to determine whether certain variables have a significant influence on others, by comparing groups that differ on a specific factor or condition that has already taken place.

Participants

Participants in this study were students of class VII IPS in Senior High School, 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

In this study, data collection was conducted using a questionnaire distributed to respondents who had been pre-selected as part of the research sample. The questionnaire was administered via Google Forms, and respondents were instructed to answer each item according to the guidelines provided. To facilitate the development of questionnaire items, the researcher constructed a questionnaire blueprint based on the aggression framework developed by (Buss & Perry, 1992), which conceptualizes aggressive behavior through four main dimensions: physical aggression, verbal aggression, anger, and hostility. Each of these dimensions was further broken down into sub-variables, from which the statement items were derived. Prior to data collection, a pilot test was conducted to evaluate the validity and reliability of the questionnaire items, ensuring that only valid and reliable statements were retained. The questionnaire was designed to measure students' aggressive attitudes in the school environment, and respondents were asked to indicate their level of agreement with each statement using a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). The final questionnaire consisted of 50 statement items.

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

Table 1. Reliability Statistics.

Cronbach's alpha	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.

3. RESULTS

Table 2. Test of Normality.

Test Result	n	Kolmogrov Smirnov		
		Statistic	p-value	
Attitude of aggression	52	0,106	,199	normal
	52	0,095	,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.

Table 2. Test of Homogeneity.

Test Result	n	Levene Test		
		Statistic	p-value	
Attitude of Aggression	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 3. Result of Independent Sample t test

Test Result	n	SD	p-Value
Attitude of aggression	52	7,44	0,000

Testing Criteria:

- 1) If the significance value (Sig.) $\geq \alpha$ (0.05), then H_0 is accepted.
- 2) If the significance value (Sig.) $< \alpha$ (0.05), then H_0 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 Senior High School.

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 Senior High School. 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 Senior High School. 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 Senior High School. 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 Senior High School.

4. 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 (Gómez et al., 2019) Gómez 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 (Thompson Coon et al., 2011), 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 (Park et al., 2017).

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 (Eccles et al., 2003) with the title " Extracurricular Activities and Adolescent Development" shows that Outdoor education activities, particularly those involving structured and experiential extracurricular programs, play a critical role in fostering holistic development in children. By engaging in socially interactive and challenging environments, children are encouraged to develop problem-solving skills, enhance their verbal communication abilities, and strengthen their social competencies through peer and adult interactions. Moreover, such activities serve as meaningful platforms for emotional expression and regulation, while simultaneously instilling core moral values such as cooperation, honesty, responsibility, acceptance in the face of failure, and adherence to established rules and social norms.

5. 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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