

Outbound Method to Improve Group B Children's Cooperation Ability

Fransiska Ni Kadek Sonia Puranta Putri^{1*}, Ni Luh Ayu Tirtayani² 

^{1,2} Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Kurangnya penerapan metode pembelajaran kreatif menghambat fokus anak dalam menyelesaikan tugas. Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penggunaan metode outbound terhadap peningkatan kemampuan kooperatif anak kelompok B seperti menafsirkan instruksi dan mengarahkan ketika terjadi kesalahan. Jenis penelitian ini adalah quasi eksperimen dengan desain non-equivalent control group design. Populasi dalam penelitian ini adalah 38 anak. Sampel penelitian diambil dengan menggunakan teknik random sampling. Model yang dipilih adalah Kelompok B1 yang berjumlah 20 anak sebagai kelompok eksperimen dan Kelompok B2 yang berjumlah 18 anak sebagai kelompok kontrol. Metode pengumpulan data yang digunakan adalah metode non tes yaitu observasi dengan metode analisis menggunakan statistik inferensial. Hasil penelitian menunjukkan rata-rata skor post-test kelompok eksperimen sebesar 95,17, sedangkan kelompok kontrol sebesar 63,28. Hasil analisis data diperoleh hitungan sebesar 18,58. Analisis data menunjukkan bahwa penggunaan metode outbound berpengaruh terhadap kemampuan kooperatif anak kelompok B. Disimpulkan bahwa proses outbound dapat meningkatkan keterampilan kolektif anak kelompok B.

ABSTRACT

The lack of application of creative learning methods hinders children's focus in completing assignments. This research aims to determine the significant effect of using the outbound method to improve group B children's cooperative abilities, such as interpreting instructions and directing when mistakes occur. This type of research is a quasi-experiment with a non-equivalent control group design. The population in this study was 38 children. Research samples were taken using random sampling techniques. The selected models were Group B1, with 20 children as the experimental group, and Group B2, with 18 children as the control group. The data collection method used is a non-test method, namely observation with an analysis method using inferential statistics. The results of this study showed that the average post-test score for the experimental group was 95.17, while for the control group, it was 63.28. The results of data analysis obtained a count of 18.58. The data analysis shows that using the outbound method affects the cooperative abilities of group B children. It is concluded that the outbound process can improve the collective skills of group B children.

1. INTRODUCTION

The most important and fundamental initial period throughout the growth and development of human life begins when children enter the early childhood stage (Azizah & Mayar, 2019; Parta et al., 2021). At an early age, children experience various fundamentally important periods, during which children have the opportunity to learn various concepts and facts, then provide explanations of these concepts, so that all children's potential can develop quickly (Aprilianti & Septiani, 2021; Hasanah & Priyantoro, 2019; Yeni & Zahro, 2020). Based on this developmental concept, early childhood is also called the golden age for children. In this golden period there are several concepts that are juxtaposed for early childhood (Erdi & Saridewi, 2022; Lawe et al., 2020). These concepts are the exploration period, the identification/imitation period, the sensitive period, the play period and the early stage of defiance (Nisa et al., 2022; Rosandi, 2019). However, apart from having a golden period, early childhood also has a crisis period, which in this case means that the child's golden age cannot be repeated in the following years, if there are potentials that are not stimulated optimally at that early age (Rachman & Cahyani, 2019; Supriatna et al., 2022).

Stimulation of the potential of early childhood is obtained at PAUD institutions. In this case, a PAUD institution is an institution that functions as an education provider, which provides stimulation to the potential of early childhood children who require a quality environment and adequate infrastructure (Latifah, 2020; Purnamasari & Wuryandani, 2019). Apart from that, PAUD institutions also need a curriculum to guide the course of education so that it can achieve results according to the level. The PAUD curriculum must be able to contribute to children in developing their full potential because a child's success can influence how a child's education at the next level can be achieved (Rini et al., 2022; Safira & Hidayah, 2022). One of the abilities developed in the early childhood education curriculum is students' ability to work together. Collaboration is a form of activity or effort carried out by two or more people, with the aim of achieving a common goal (Riyaningrum et al., 2021; Wulandari & Suparno, 2020). Cooperation is generally shown in the form of interaction and usually occurs because of the orientation of individuals towards their group and other groups (Kurniasih et al., 2020; Magta et al., 2019). The ability to collaborate places more emphasis on the importance of children's awareness of their status and role in groups, especially in 21st century education (Sather et al., 2018; Tentama et al., 2023). The ability to work together in early childhood education and its relation to the independent curriculum, namely in 21st century learning, the ability to think critically, innovatively, communicatively and collaboratively becomes a main part in order to achieve an optimal process (Pratiwi et al., 2018).

The cooperative abilities possessed by a child will be able to help the child to develop social emotional skills, so that it will help the child to be able to interact with the surrounding environment (Tyas & Widayarsi, 2023; Wulandari & Suparno, 2020). It's just that the process of social interaction cannot fully have a positive impact on children's development. One of the negative attitudes that arises is the growth of selfish attitudes in students because of differences in views and opinions (Magta et al., 2019; Rahman et al., 2022). A selfish attitude is an attitude possessed by someone who is unable to prioritize the interests of others above their own interests so they want to win alone. The selfish character possessed by young children tends to be very high, and has an impact on students' low ability to collaborate (Nurhadi et al., 2018). To overcome this problem, children need stimulation to balance their abilities so that they will be able to adapt to their social environment.

One form of stimulation that can be given to children is by inviting children to play in nature, such as outbound. In simple terms, outbound is defined as an activity carried out outdoors, but more specifically it is explained that outbound is a form of physical activity carried out by a group of people, where in carrying out outbound each group requires strategy, tactics, agility, sport and exercise to achieve a goal (Lita et al., 2023; Nisa' et al., 2022; Setiawati, 2021). So that in its implementation outbound is able to develop four aspects of the individual, including personality aspects, social aspects, pedagogical aspects and professional aspects (Pratama & Hudah, 2020; Safitri et al., 2021). The method of playing in the open (outbound) is generally implemented 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 (Sobah et al., 2022; Susanti et al., 2023). So that in its implementation the outbound method is able to actively involve children in all activities carried out. It was further explained that the use of outbound methods in children's learning processes will help children learn to work together, be disciplined and solve problems independently or in groups (Hasyim et al., 2021; Sarifah et al., 2023).

Several studies that have been conducted previously revealed that outbound activities can foster enthusiasm, determination and teamwork both among administrators and among group members (Tentama et al., 2023). Other research results reveal that outbound activities can significantly shape the self-confidence of children aged 5-6 years (Ragil & Putra, 2023). The results of further research revealed that children's outbound games were significantly able to improve the gross motor skills of young children (Lita et al., 2023). Based on several research results, it can be concluded that outbound activities are significantly able to have a positive influence on students' social skills. It's just that in previous research, there has been no study that specifically discusses the implementation of the outbound method to improve the cooperative abilities of group B children. So this research focuses on this study with the aim of finding out the significant effect of using the outbound method to improve the cooperative abilities of group B children. B is like being able to interpret instructions and direct when mistakes occur.

2. METHOD

This research is included in the type of quantitative research with a quasi-experimental design. The design used in this research is nonequivalent control group design. The population in this study was 38 young children, sampling in the study was carried out using the cluster random sampling technique, where before the sampling technique was carried out using Cluster Random Sampling, the population had to be equalized first, starting by giving a pre-test to the experimental group and the control group as the

population. Then, a prerequisite test will be carried out from the pre-test results, namely the data normality test with Chi Square and the homogeneity test with the F-Test. After all sample groups are declared normal and homogeneous, it can be continued by testing the equality of all sample groups using the T-test. After the population was declared equal, it continued with a random draw between the experimental group and the control group. Based on a random draw in accordance with the school's agreement that randomization is not carried out individually but directly in the class. The results obtained were that group B1 with a total of 20 children was used as the experimental group and group B2 with a total of 18 children was used as the control group. The experimental group in this panel was given treatment using the outbound method and the control group was not given the same treatment, namely not using the outbound method.

This research consists of three stages, namely the preparation stage, implementation stage and final experiment. At the preparatory stage, carry out observations first and conduct interviews with the principal regarding the implementation of the process and design of learning activities as well as finding out whether there are superior classes, compiling teaching modules using the outbound method, preparing the media that will be used in implementing the outbound method in the experimental class, and designing The research instrument is an observation sheet in the form of a checklist. In the first implementation stage, treatment was given to the experimental class using the outbound method which had been prepared using 3 types of games and carried out learning in the control class in face-to-face learning in class or daily learning which took place in kindergarten. Treatment was given 4 times to the experimental group. This is because the outbound method of treatment is carried out once a week with different types of games, so that changes in behavior or abilities examined in this research are expected to be visible.

Data collection in the research was carried out using a non-test method, namely observation, with research instruments in the form of items that had been adapted to the assessment rubric indicators. The grid for the collaboration ability observation sheet can be seen in [Table 1](#).

Table 1. The Grid of Group B Children's Cooperation Ability Observation Sheet

Variable	Basic Competencies	Indicator	Item	Amount
Collaboration Ability	2.6 Have behavior that reflects an obedient attitude towards daily rules to train discipline	Obey the rules of the game	1,2	2
		How to organize yourself	3,4	2
	2.9 has behavior that reflects a caring attitude and is willing to help if asked for help	How to remind friends if they don't act according to the rules	5,6	2
		Have an attitude of cooperative ability in playing	7	1

The data obtained in this research was then analyzed using inferential statistical methods. Inferential statistics is often referred to as inductive statistics, which is statistics used to analyze sample data and the results will be generalized or concluded for the population from which the sample was taken. In this research, inferential statistics includes prerequisite data analysis tests, normality tests, homogeneity tests and hypothesis tests. Analyzing research data using descriptive statistical analysis and inferential statistical analysis. Descriptive statistics are statistics that are used to analyze data by describing or illustrating the data that has been collected as it is without the intention of making general conclusions or generalizations.

3. RESULT AND DISCUSSION

Result

This research data is grouped into two, namely data on the cooperative abilities of experimental group children and data on the cooperative abilities of control group children. The objects examined in this research are the cooperation abilities provided by the outbound method in the experimental group and the cooperation abilities not provided by the outbound method in the control group. The recapitulation of descriptive statistical analysis of data on the collaborative abilities of the experimental group and the control group is presented in [Table 2](#).

The results of data analysis showed that the cooperative abilities of children in the experimental group were higher than the results of the cooperative abilities of children in the control group. After obtaining these results, the research then continued with the data normality test. The data normality test was carried out on the pretest and posttest data of the experimental group and control group. Furthermore, a normality test was carried out to determine whether the distribution of pretest and posttest data for the experimental group and control group was normally distributed or not normally distributed. A

recapitulation of the results of the normality test of data distribution for the two groups is presented in Table 3.

Table 2. The Recapitulation Of Descriptive Statistical Analysis Of The Results Of Empathy Abilities In The Experimental Group And Control Group

Analysis Results	Experimental Group	Control Group
Mean	95.17	63.28
Standard Deviation	3.97	5.58
Variance	15.80	31.20
The highest score	100	75
Lowest Value	85.71	53.57

Table 3. The Recaptulation of Normality Test Results for Distribution of Research Sample Data

No	Sample Group	Total Sample	χ^2_{count}	χ^2_{table}	Conclusion
1	Experimental Group	20	3.69	11.07	Normally distributed
2	Control Group	18	4.40	11.07	Normally distributed

After the data is declared to be normally distributed, it is continued with a homogeneity test to determine whether the pretest data and posttest data come from homogeneous or inhomogeneous samples. A recapitulation of homogeneity test results is presented in Table 4.

Table 4. The Recapitulation of the Results of the Homogeneity of Variance Test for the Experimental Group and Control Group

Sample	Mean	elementary school	Variance	F_{count}	F_{table}	Conclusion
Experimental Group	95.17	3.97	15.80	1.97	2.24	Homogeneous
Control Group	63.28	5.58	31.20			

After fulfilling the prerequisite tests, hypothesis testing can be carried out using t-test analysis. Recapitulation of the t-test results for the research sample group can be presented in Table 5.

Table 5. The Recaptulation of T-Test Analysis Results for Research Sample Groups

No	Sample	N	Etc	Mean	t_{count}	t_{table}	conclusion
1	Experimental Group	20	36	95.17	18.58	2,042	H_0 is rejected
2	Experimental Group	18		63.28			

The testing criteria using the t-test are $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted. Based on the results of the t-test calculation, $t_{count} = 18.85$. At the 5% significance level with $dk (20 + 18 - 2) = 36$, $t_{table} = 2.042$. Thus, the value of $t_{count} > t_{table}$ is $18.85 > 2.042$, so H_0 states that there is no significant difference in the cooperative abilities of group B children who are taught through the outbound method with the group of children who are not taught through the outbound method for group B children at Duta Kasih Kindergarten. rejected. And H_1 which states that there is a significant influence on children's cooperative abilities between the group of children who were given the outbound method and the group of children who were not given the outbound method on group B children at Duta Kasih Kindergarten for the 2022/2023 academic year is accepted. The results of this research confirm the hypothesis that has been proposed, namely that there is a significant influence of the outbound method on the cooperative abilities of group B children at Duta Kasih Kindergarten for the 2022/2023 academic year. This is because there is a significant difference in the cooperative abilities of experimental group children who were taught through the outbound method and control group children who were taught through face-to-face learning in class.

Discussion

Based on the hypothesis test, there is a significant difference in the cooperative abilities of early childhood between children taught through the outbound method and the group of children taught through face-to-face learning in class as usual or without the outbound method treatment for children in group B of Duta Kasih Kindergarten in the Academic Year 2022/2023. The experimental group that received treatment in the form of implementing the outbound method was able to run optimally. In its implementation, the outbound method can be used as a learning method that is suitable to be applied to early childhood because

its basis is play so it is in accordance with the nature of the child. Learning activities using the outbound method are also able to attract the attention of children who often seem monotonous studying as usual in the classroom (Sobah et al., 2022; Susanti et al., 2023). The use of this outbound method can be used so that children are closer to the outside environment so that they have the concept that learning can not only be done in the classroom or indoors but can also be done and obtained in open spaces (Pratama & Hudah, 2020; Safitri et al., 2021). The use of open space as a place for learning, such as the environment around the classroom, coupled with the use of simple tools combined with creativity, can create something new for learning in early childhood (Hasyim et al., 2021; Sarifah et al., 2023). Simple games that are packaged attractively using the outbound method are not only able to increase and develop children's cognitive abilities, but are also able to develop the social abilities that exist in children (Lita et al., 2023; Nisa' et al., 2022; Setiawati, 2021). Learning packaged in play using the outbound method which covers the entire learning process can increase children's memory so that learning activities are a fun process and have values and benefits for children (Kurniawati et al., 2022; Sobah et al., 2022). Providing this outbound method also helps children to better understand the material given because it is packaged through games provided in this outbound method (Mustanirah et al., 2021).

The implementation of this outbound method was welcomed by the children because Duta Kasih Kindergarten had never implemented learning using the outbound method. At first, children were given a pre-test with a hole-in-paper type game. Because children's cooperative abilities have not yet been formed, many children experience problems during this outbound. There are still many children who use selfishness in playing this game so that the first assessment regarding the pre-test is classified as moderate. The development of treatment in the outbound method given to this experimental group brought very satisfying results because it can be seen from the increasing development of the games created for this outbound method. In the outbound treatment carried out in each experimental group, children became active in taking roles in play and were able to increase children's focus on the tasks given (Astuti, 2019; Ramdani & Azizah, 2019). Apart from that, using this outbound method makes children more able to actively socialize with their group mates, thus creating active communication in completing assignments (Jazilurrahman & Mistina, 2023; Suyanti & Wijarni, 2021). The changes in the game made by the researcher were able to be followed well by the experimental group so that the post-test results for the experimental group were classified as very high.

In contrast to the control group, learning activities carried out with face-to-face learning as usual in the classroom as in general and have a monotonous nature make children become passive while those who become more active are in the teacher's position. Thus, the role of children in this case can only be to receive and carry out all instructions and activities given by the teacher, making children less creative in carrying them out. Learning that is designed with a lack of innovation and the use of existing learning media in schools can trigger children's boredom in learning. Giving the outbound method pre-test to the control group gave the same results as the experimental group. The control group also still experienced problems in carrying out the outbound provided. The lack of active communication and prioritizing one's own ego meant that outbound did not get maximum results so that the pre-test assessment was also classified as moderate. Learning using the outbound method can be used to improve the cooperative abilities of early childhood, providing a new impression on the world of education in pre-school, especially because this method is rarely applied to learning in schools (Dhewy, 2023; Nurlaily & Ahsanti, 2019). The differences in the results of the development of children's cooperative abilities can be seen from the application of learning carried out by the experimental group and the control group. It can be seen from the results of the hypothesis test analysis and the mean value in the experimental group tends to be higher when compared to the control group.

The results obtained in this research are in line with the results of previous research which also revealed that outbound activities can foster enthusiasm, determination and teamwork both among administrators and among group members (Tentama et al., 2023). Other research results reveal that outbound activities can significantly shape the self-confidence of children aged 5-6 years (Ragil & Putra, 2023). The results of further research revealed that children's outbound games were significantly able to improve the gross motor skills of young children (Lita et al., 2023). So, based on several research results, it can be concluded that outbound activities are significantly able to have a positive influence on students' social skills.

4. CONCLUSION

Based on the research results, it can be concluded that learning using the outbound method has the advantage of being able to improve children's cooperation abilities. This can be proven when children play with their friends in the classroom or outside the classroom using the outbound method which emphasizes

increasing children's cooperative abilities. This can be realized by children in the activities they carry out, such as being able to share toys together, being able to divide roles in carrying out or carrying out activities, a game, and being able to resist selfish attitudes when playing together. Apart from that, in classroom learning, it becomes easier for children to share or lend each other when there are friends who don't bring writing equipment or lose writing equipment, to have a caring attitude when a friend makes a mistake in carrying out activities or instructions given by the teacher.

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