



The Correlation of Interest in Playing Outbound with Confidence Children Aged 5-6 Years

Triska Windarti Pamungkas[✉], Sri Sularti Dewanti Handayani

DOI: 10.15294/belia.v11i1.50593

Universitas Negeri Semarang, Semarang, Indonesia

History Article

Submitted April 2022
Revised May 2022
Accepted June 2022

Keywords

playing outbound; self-confidence.

Abstract

Play is an important activity for children. Through play, children can learn about new things and develop various abilities. One of the activities that can be done is playing outbound. Outbound activities can stimulate children to push competition between one child and another, develop courage and develop the physical, motoric and social emotional aspects of children. However, there are still many children who are afraid to try outbound because they are not confident in their abilities. This study aims to identify the correlation between interest in playing outbound with the self-confidence of children aged 5-6 years on the De Bale Cingkrong Purwodadi playground. The method of this study uses quantitative methods with questionnaires, interviews, and documentation as instruments in data collection. The results showed that there was a significant relationship between interest in playing outbound with children's self-confidence in the de bale Cingkrong Purwodadi playground. The results also reveal that parents have an awareness that children need the freedom to explore various activities, one of which is by playing outbound.

INTRODUCTION

Early childhood is the next generation of the nation in the future. Children are born with their own potential and intelligence. For optimize the potential of children, adults and the environment around children must provide the right stimulus according to the needs and stages of child development. Nugrahaningtyas (2014) argues, "The period of child development is a special one, as a period of growth and development of all aspects and functions that exist in children. These aspects and functions include physical, intellectual, and emotional-social development. More broadly, the social-emotional aspect does not only refer to the recognition of feelings that a child feels. But the child's ability to behave socially with the surrounding environment. "The ability to behave socially needs to be possessed from an early age as a foundation for the development of a child's ability to interact with the wider environment" (Mutmainah, 2012).

The ability of children to interact can be trained through a game. Play is the core activity of a child in learning new things. Through play, children can develop various aspects and functions in themselves. There are so many types of games that can be done, one of them by playing outbound. Outbound is a process in which a person gains knowledge, skills, and values directly from experience, giving rise to attitudes of mutual support, commitment, satisfaction, and thinking about the future that is not currently obtained through other learning methods. Badiatul (2008: 5) also expressed his opinion that outbound is a fun and challenging activity. This form of activity is a life simulation through creative, recreational, and educational games, both individually and in groups for the purpose of self-development or team development.

"In outbound, children are required to learn independently in a broad sense starting from overcoming fear, dependence on others, wanting to be led, and learning to be confident" (Rochmah 2012: 182). This is in accordance with Steven Habit's opinion which states that there are seven skills for life, namely leadership life skills, learn how, self-confidence, self-awareness, communication skills, management skills, and teamwork. These two opinions indirectly illustrate that outbound activities can develop life skills. More specifically, outbound is carried out for the following purposes: increasing self-confidence; opening new horizons in interacting with the social environment and collaborating with others; providing experience to be independent and solve

problems; improving creative ability in solving problems; learning to communicate effectively; increase self-confidence (AI, 2007: 2).

However, there are some children who are not confident enough to play outbound games. Outbound games require interactions that occur in them. Both the interaction between one child and another as well as the interaction of the child with the surrounding environment. In interacting, children need to have good self-confidence. According to Yoder and Proctor in Rahayu (2013: 69) as quoted (Suryani, Agustin, & Deni, 2019), "the ability of children to show their self-confidence can be seen from their self-confidence which develops as physical characteristics that are easily observed, namely being able to good social attitude, easy to get along with, positive thinking, full of responsibility, energetic and not easily discouraged, can work together and have a leadership spirit.

Research conducted by Eneng Garnika and Ni Made Sulastrin in 2017 with the title "Utilizing Outbound Activities to Grow Confidence in Early Childhood Characters". The study used a qualitative descriptive method. The results of the study indicate that there is a confident character that appears in the process of playing outbound activities. In this study, the application of outbound activities can be considered as an activity to foster self-confidence in early childhood which includes believing in self-ability, acting independently in making decisions, having a positive sense of oneself, and daring to express opinions. In addition, there is research conducted by Dadan Suryana & Yulsyofriend in 2011 with the title "Outbound Effectiveness in Developing Confidence in Children of Kindergarten Pertiwi VI Padang City". The research method uses Action Research from Mc Taggart and Kemmis with four components, namely planning, implementing actions, observing, and reflecting. The results of this study indicate that outbound activities can develop self-confidence for kindergarten children both in the classroom and outside the classroom. Outbound activities can have a positive influence on children's motoric development, discipline, and self-confidence.

The results of observations carried out in August 2020 obtained information that children aged 5-6 years who visited the De Bale Cingkrong tour were interested in playing outbound, but there were also children who lacked the confidence to play outbound. From the results of these observations, the researchers were interested in conducting research with the title "Correlation of interest in playing Outbound with the confi-

dence of children aged 5-6 years on the De Bale Cingkronng Purwodadi vehicle". Researchers hope this research can provide insight for parents to meet the needs of children in playing and help parents in training children to be more confident.

METHODS

This study uses a quantitative correlation approach. Correlational research refers to studies that aim to reveal the relationship between variables through the use of correlational statistics (Emzir, 2014: 46). According to Arikunto (2010:313), "correlation research is research that aims to find out whether there is a relationship. If there is, how close is the relationship and whether or not the relationship is meaningful. This study aims to identify a correlation between interest in playing outbound with children's confidence in the De Bale Cingkronng Purwodadi vehicle. The independent variable (free) in this study is playing outbound. While the dependent variable (bound) in this study is the child's self-confidence.

This research is divided into several stages, namely (1) the pre-field stage, namely preparing a research design, choosing a research site, taking care of permits, conducting initial observations, and preparing research equipment (2) The field-work stage, namely providing a questionnaire of interest in playing and children's confidence to visitors who play in outbound, as well as conducting interviews with companions and parents to find out the correlation of interest in playing with children's confidence in the outbound rides. Sugiyono (2018:119) explains that the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the author to be studied and then drawn conclusions. While the sample is part of the number and characteristics possessed by the population. The population taken in this study were all children aged 5-6 years who played outbound at the De Bale Cingkronng vehicle while the research sample was 30 children aged 5-6 years who played outbound at the De Bale Cingkronng vehicle, Purwodadi.

Data collection techniques used in this study are questionnaires, interviews, and documentation. The questionnaire contains 70 items that have been tested, 64 items are valid so that they can be used in research. The data obtained is then processed using Ms. Excel version 2010 to facilitate the calculation. Measurements were made with the help of the IBM SPSS Statistics 21 program, namely the Cronbachs Alpha (α) reliability test.

RESULTS AND DISCUSSION

Based on the processing of the data found in the field, the results of a descriptive analysis that describe the summary of research data that have been carried out are obtained.

Table 1. Description of Children's Interest Variables Statistics

Statistics		
Children's interest		
N	Valid	30
	Missing	0
Mean		116.37
Median		120.00
Mode		118
Std. Deviation		10.695
Variance		114.378
Range		36
Minimum		92
Maximum		128

From table 3, it can be seen that of the 30 respondents' score data on the child's interest variable, all data are declared valid. The mean is the average value. In the results of this descriptive test, it is known that the mean value is 116.37 of 30 respondents. The variance data obtained is 114.378. The value obtained from Std. Deviation is 10.695. The range value obtained is 36. The minimum is the smallest value from the data obtained, the minimum value is 92. Maximum is the largest value from the acquisition of data, the maximum value obtained is 128. The average (mean) value of the respondents is 116.37.

Table 2. Description of Confidence Variables

Statistics		
Self-confidence		
N	Valid	30
	Missing	0
Mean		116.83
Median		120.00
Mode		117 ^a
Std. Deviation		11.302
Variance		127.730
Range		36
Minimum		92
Maximum		128

From table 4, it can be seen that the 30 respondents' score data on the child's interest variable, all data are declared valid. In the results of this descriptive test, it is known that the mean value is 116.83 from 30 respondents. The variance data obtained is 127,730. The value obtained from Std. Deviation is 11,302. The range value obtained is 36. The minimum is the smallest value from the data obtained, the minimum value is 92. Maximum is the largest value from the acquisition of data, the maximum value obtained is 128. The average (mean) value of the respondents is 116.83.

Researchers also categorize children's interest scores and self-confidence into five categories. The categories are very low, low, medium, strong, and very strong. The following is a table of children's interest scales:

Table 3. Distribution of Children's Interest Variable Answers

Interval Score	Criteria	Frequency	Percentage
104 – 128	Excellent	24	80%
80 – 103	Good	6	20%
56 – 79	Quite good	0	0%
32 – 55	Less	0	0%
Average		91,27%	
Total		30	100%

The table from the results of collecting data on children's interests shows that there are 24 children who have an interest in playing with a very good category with a percentage of 80% and a good category as many as 6 children with a percentage of 20%.

Table 4. Distribution of Children's Confidence Answers

Interval Score	Criteria	Frequency	Percentage
104 – 128	Excellent	24	80%
80 – 103	Good	6	20%
56 – 79	Quite good	0	0%
32 – 55	Less	0	0%
Average		91,27%	
Total		30	100%

Based on table 6 on the child self-confidence variable score, it can be seen that from 30 children there are 24 children (80%) belonging to the very good criteria for the child's interest score, 6 children (20%) with good criteria, 0 children

(0%) included in the quite good category and 0 children (0%) are in the poor category. With the existing criteria according to table 4.4, in general, it can be concluded that the child's self-confidence variable score belongs to the good category.

The Product Moment Correlation Technique shows the Correlation Coefficient (r) of the child's interest and self-confidence variable of 0.933. From this value, it can be seen that there is a positive relationship between interest in playing outbound and children's self-confidence at Wahana de bale cingkrong purwodadi. A positive relationship means that the higher the child's interest in playing outbound, the higher the self-confidence results, and conversely the lower the child's interest in playing, the lower the child's confidence in playing outbound.

Based on calculations to calculate the level of significance between interest in playing and children's self-confidence, it can be calculated using the t-student formula. the result of t-student is 13.71. So it can be concluded that the child's interest has a relationship with the child's self-confidence of 13.71. Because t count > t table, then the relationship between children's interest and children's confidence in the de bale cingkrong purwodadi vehicle is significant.

Yulia and Singgih (2012) stated that children at the age of 5-8 years are very active in exploring something new with their peers and with older people. This period is considered appropriate to teach children to be more confident in playing outbound. According to Sintia et al (2019: 3), "Outbound is a form of training and learning for the general public in the form of informal learning or a process of acquiring knowledge or anything that wants to be taught with a method of facilities and infrastructure which is certainly different from the atmosphere of learning on a formal bench. " Interest or pleasure in playing for children is a psychological condition in children that is able to influence children in learning and playing. Playing for children apart from being a means of learning is also a necessity for children. "Preschool children who do not get a stimulus to play will suppress creativity and also affect cognitive development" (Utami, 2009 as quoted by Herentina & Yusiana 2012:192). Learning and playing according to children's interests can make children develop their potential. "A person's interest in an object will be more visible if the object is on target and related to the desires and needs of the person concerned" (Sadirman, 1990: 76 in Kasmawati 2017:154). So in this research, it can be seen that children are interested in playing outbound.

According to Kartini - Kartono (Susanti, 2018) self-confidence is a positive inner attitude, having confidence in oneself, having an attitude, and easy self-adjustment. In line with kartini-kartono's opinion, outbound activities at Wahana De Bale Cingkronng Purwodadi are also designed with the aim of increasing self-confidence, opening new insights in interacting with the social environment, and communicating with others. This is in accordance with the opinion of AI (2007: 2) as quoted by Maryatun which states, "outbound is carried out for the following purposes: increasing self-confidence; open new horizons in interacting with the social environment and exploring with other people; provide experience to be independent and solve problems; improve creative ability in solving problems; learn to communicate effectively; increase self-confidence". So that in playing outbound children have great enthusiasm and confidence to compete with their peers or play alone with their parents.

Findings of children's confident character shown through outbound play activities can be seen from the attitudes and participation of children. Children can follow directions from outbound companions in playing games. There are three play activities including flying fox, climbing a rope, and spider webs. According to Sulaiman et al (2019: 58), at the stage of social-emotional development in children aged 5-6 years there are three indicators, namely showing self-confidence, taking care of oneself and the environment, willing to share, helping and helping friends. With children being able to participate in outbound activities, it means that children are able to show the confidence they have. In addition, children are also taught to work together, have a positive sense of competition and socialize with friends. Hurlock (Sitti, 2008:37) as quoted by Utami (2018:41) states that the indicators of successful social behavior are cooperation, healthy competition, willingness to share, interest in being accepted, sympathy, empathy, dependence, friendship, useful desire, imitation. and clinging behavior. So it can be concluded that there is a positive and significant relationship between interest in playing outbound with children's self-confidence. This is shown from the results of the correlation between interest in playing outbound with children's self-confidence with a result of 0.933. From these results, the value of the correlation coefficient in this study is also included in the very strong category with a range of 0.80 – 0.1000.

The results of interviews with several parents also show that parents support outbound

games as a way to develop children's self-confidence. In addition, there is an outbound companion who always gives directions to the children properly so as to minimize accidents while playing. According to Sujiono (2009) as quoted by Permono (2013: 37) states, "The potential for intelligence balanced with good physical potential will be able to create opportunities for children to be able to express themselves through behavior, personality, and traits that are continuously developed by the habits they do. through parents, siblings, teachers, and the surrounding environment". So in this case, parents also play a role in increasing the child's self-confidence, one of which is by supporting children in playing outbound.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that there is a significant positive relationship between children's interests and children's confidence in playing outbound. This is shown from the results of the correlation test between interest in playing outbound with children's self-confidence with a result of 0.933. So there is a positive and significant relationship between interest in playing outbound with children's self-confidence. The percentage contribution of the variable interest in playing with children's self-confidence is 0.87%. From these results, the more children are interested and confident, the better they are at playing outbound. So that the hypothesis proposed in the study, namely H_a (there is a significant relationship between interest in playing outbound with children's self-confidence in the de bale cingkronng purwodadi vehicle) is accepted while H_o (there is no significant relationship between interest in playing outbound with children's confidence in rides de bale cingkronng purwodadi) was rejected.

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta
- Badiatul, A.M. (2009). *Fun Outbond-Merancang Kegiatan Outbound Yang Efektif*. Yogyakarta: Diva Press.
- Emzir. (2014). *Metodologi Penelitian Pendidikan*. Jakarta: Rajawali Press.
- Garnika, E., & Sulastri, I. (2017). Pemanfaatan Kegiatan Outbound Untuk Menumbuhkan Karakter Percaya Diri Anak Usia Dini. *Jurnal Kependidikan*, 1-2.
- Herentina, T., & Yusiana, M. A. (2012). Peran Orang Tua Dalam Kegiatan Bermain Dalam Perkem-

- bangun Kognitif Anak Usia Prasekolah (5-6 Tahun). *Jurnal STIKES* , 191-202.
- Kasmawati. (2017). Gambaran Prestasi Belajar Mahasiswa Jurusan Pendidikan Fisika Dalam Kaitannya Dengan Peminatan Pilihan Dalam Proses Penerimaan Mahasiswa Baru. *Jurnal Idaarah*, 152-161
- Maryatun, I. B. (n.d.). Pemanfaatan Kegiatan Outbound Untuk Melatih kerjasama (Sebagai Moral Behavior) Anak Taman Kanak-Kanak. *PG-PAUD FIP UNY* , 1-11.
- Mutmainah, S. (2012). Perilaku Sosial Anak Usia Dini Berambut Gimbal Di Daerah Dataran Tinggi Dieng Kabupaten Wonosobo. *IJECES* , 49-53
- Nugrahaningtyas, R.D. (2014). Perkembangan Sosial-Emosional Anak Usia 4-6 Tahun Di Panti Asuhan Benih Kasih Kabupaten Sragen. *BELIA* , 18-23
- Permono, H. (2013). Peran Orang Tua Dalam Optimalisasi Tumbuh Kembang Anak Untuk Membangun Karakter Anak Usia Dini. *Prosiding Seminar Nasional Parenting*, 34-37
- Rocmah, L.I. (2012). Model Pembelajaran Outbound Untuk Anak Usia Dini. *Pedagogia*, 173-188
- Saputra, Jandiko. (2016) "Upaya Guru Bimbingan Konseling Dalam Meningkatkan Minat Melanjutkan Ke Perguruan Tinggi Di SMA Negeri 1 Membalong Kelas XII Tahun Ajaran 2016/2017". Skripsi. Bimbingan Konseling, Universitas PGRI Yogyakarta
- Sintia, N., Kuswanto, C. W., & Meriyati. (2019). Meningkatkan Kemampuan Sosial Anak Usia Dini Dengan Model Outbound. *Jurnal CARE* , 1-10.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sulaiman, U., Ardianti, N ., & Selviana. (2019). Tingkat Pencapaian Aspek Perkembangan Anak Usia 5-6 Tahun Berdasarkan Standar Nasional Pendidikan Anak Usia Dini. *Jurnal NANA EKE* , 52-65
- Suryani, R., Agustin M., & Deni A. (2019). Hubungan Antara Rasa Percaya Diri Dengan Ketrampilan Sosial Anak Taman Kanak-Kanak. *Edukid* , 338-344
- Suryana D., & Yulsyofriend. (2012). Efektivitas Outbound Dalam Pengembangan Kepercayaan Diri Anak TK Pertiwi VI Kota Padang. *PG-PAUD FIP UNP*, 1-132
- Susanti . (2018). Pengaruh Model Pembelajaran Kooperatif Terhadap Kemampuan. *Jurnal PAUD Teratai*.
- Yulia, S., Gunarsa, S. (2012). *Psikologi Untuk Keluarga*. Jakarta: Library
- Utami, D.T. (2018). Pengaruh Lingkungan Teman Sebaya Terhadap Perilaku Sosial Anak Usia 5-6 Tahun. *Jurnal Pendidikan Islam Anak Usia Dini*, 39-50.