

The Effectiveness of the Implementation of Outbound for Kids in Developing Child Character

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Abstract: This classroom action research was aimed at finding out the effectiveness of the implementation of Outbound for Kids in developing child character. The subjects were children of play group at kindergarten at PAUD ABC Singaraja with the total number of 37 children. The data were collected by using observation technique with child's character observation sheet done by 3 observers. The child's character observation sheet contains 12 aspects, namely, responsibility, discipline, honesty, love and compassion, concern, bravery, autonomy, hard work, mutual work/cooperation, politeness, justice and self-control which were then analyzed by using descriptive statistical analysis technique. The results of data analysis showed that the mean score of the children in Cycle 1 was 81, falling into the range of scores $75 < M < 100$ with the Appear (A) category and the mean score of the children in Cycle 2 was 116, falling into the range of scores $M \geq 100$ in Consistent (C) category. The results showed that there was an improvement in children's character at PAUD ABC Singaraja from Cycle 1 to Cycle 2 by 35. Based on the results of data analysis and discussion of the results, than it can be concluded that the implementation of Outbound for Kids can improve the children's character at PAUD ABC Singaraja in the academic year 2016/2017 with the class mean score of the children's character of 116, falling into the range of scores $M \geq 100$ in Consistent (C) category, and 1 person (2.70%) in Appear (A) category.

1 INTRODUCTION

Children of early age (from birth to 8 years) who are physically healthy are active and do a lot of movements. When awake, almost all of the child's time is used to move by using most of the parts of his or her body such as for running, climbing, hopping, throwing or movements that only involve a small part of the body such as pushing car toys, cutting, patching paper, dressing a toy's clothes or drawing. The first movement is called gross motor skill and the second, fine motor skill. Both movements of the children enable them to play all the time, that is why this period is called play period. At the early ages (from birth to 3 years), the physical coordination of every part of the body of the child is not yet perfect.

Rapid progress will be achieved by the child, both in gross and fine motor skills, so that the child's motor development becomes matured at the ages 4-5 years. At the ages 6-8 years the child can use his or her physical body well. Eyes and arms coordination and between each part of the body have run well. The child has the ability to maintain body balance and uses his or her muscles effectively.

Motor development has a strong effect on other aspects of development. The child with a trained physical condition will have more opportunities in exploring the environment so that can recognize and understand the environment better. This shows why physical development (motor) is related with the child's intellectual and mental development.

The child's socio-emotional development is also influenced by his or her physical development. A physically weak child will have low self-confidence, especially when compared with other children of the same age. Failure to control motor skill will make the child have low self esteem. Hence, for the child to be able to achieve and pass his or her optimal development, we need to pay attention to the child's motor development stages by an appropriate stimulation according to his or her age development. In addition, there is a need to evaluate the child's physical development to be able to detect the child's development process early to see if there is a deviation or problem that disturbs his or her optimal development.

Ages 4-8 years (called critical period) are the period when the formation all aspects of the child's take place. According to Campbell (1996) at these

ages the child is experiencing rapid growth and development. It means that the child can easily acquire knowledge by seeing and listening to his or her surroundings. Thus, teachers should be able to insert good character education during the course of teaching.

Educators and teachers play an important role in character education, designing, implementing teaching and at the same time inserting character loaded education in the course of teaching. Not less in importance is the parents or family as the model in the nation's character building. So far, education in the family environment has not given significant contribution to the achievement of competences and character formation. The parents' relatively tight schedule, their limited knowledge about child education, the effects of socialization in the environment and electronic media have negative effects on the child's development. One alternative way to overcome the problem is through play.

Play for children is a meaningful, active, joyful, voluntary, symbolic activity which is restricted by rules and is episodic in nature. Thus through play by using Outbound method teachers can develop child's character education in an integrated way, that is by integrating and optimizing family environment informal education activity with formal education at school, in this case, learning at school and learning out of school need to be optimized to obtain a high quality learning outcome, that is dignified human resources. This is in line with Act No.20 of 2003 on National Educational System, Article 3 that states that National Education has the function to develop and form dignified character and civilization of the nation in the frame of intellectualizing the life of the nation.

Character education can be integrated in teaching at every stage of development of children of early age through Outbound for Kids activity. Through Outbound for Kids activity, the educators and teachers at PAUD are required to be able to create conducive environment in the course of teaching which is child centered, active, innovative, creative, effective and joyful so that teaching becomes meaningful and capable of developing children's character. It is through this way that the teaching is implemented at PAUD ABC Singaraja as the model of education service based on nature and character in Singaraja City that has integrated outbound activity which is better known as Outbound for Kids for developing children's character.

In an effort to analyze the effectiveness of Outbound for Kids (OfK) to develop the character of children at PAUD ABC Singaraja, then the researchers made a preliminary observation on

Saturday, 19 March 2016. Based on the result of the preliminary observation, the following data were obtained: a) OfK was done in the Health Zone & Outbound Zone of PAUD ABC Singaraja, b) the activity started at 07.30 Central Indonesia Time, joined by 37 children of PAUD ABC Singaraja, and ended at 09.00 Central Indonesia Time, c) the activity was directly led by the educator and teachers at PAUD ABC Singaraja who have special skill qualification in outdoor activities and OfK, d) the infrastructure and facilities used for OfK activity were the properties of PAUD ABC Singaraja under the supervision of SIGMA Adventure & Recreation Operator (SIGMARO), and all of them meet the standard of child's safety, and e) the preliminary observation was done by using an observation sheet with the following results:

Individually, the number of children with the character which fell into Does Not Appear category (DNA) was 2 (5.41%), Start To Appear (STA) category 18 (46.65%), Appear (A) category 17 (45.95%) and none of the children showed character consistently (C). While classically, the mean score of the children's character at PAUD ABC Singaraja was 70.649 (70.65) and fell into the range of scores $54 < M < 75$ just in Start to Appear (STA) category.

With the mean scores above, then it can be stated that classically, the children's character fell into Start to Appear (STA) category. It means that the children to show the expected behavior although it still needs help from others. This indicates the need to improve the effectiveness of the implementation of outbound activity for developing the children's character at PAUD ABC Singaraja.

Based on the initial reflection done by the researchers together with the educators and teachers at PAUD ABC Singaraja, then the problems faced at the time of OfK activity were: a) the management of the outbound had not been done in an integrated way which covered a whole unit from ice breaking, game and reflection, b) the outbound instructors tended to lack in the preparation of the infrastructure and facilities as a whole and complete according to the number of participants and activity of outbound to be done, c) the portion of outbound activity at ice breaking and reflection was limited and even rare, d) there was a tendency to stress the outbound activity by using individual games such as short distance flying fox that does not optimally encourage interactions among the children, e) limited opportunities for the participants to repeat various outbound activities because they were for single groups so that the queuing was rather long.

Based on the various problems, then there needed to be an appropriate solution to make it joyful, and optimal in using all the infrastructure and facilities of the outbound and able to develop the children's character optimally. One of the innovative models, in the form of a variety of games, done outdoor (outdoor activities), and able to attract the children's interest and joyful is through the implementation of Outbound for Kids Activity.

2 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Movement Learning

Motor is everything that is related to body movements. Generally, motor movement is divided into two types, namely gross motor skill and fine motor skill.

Gross motor skill is the movement that is done by involving most parts of the body. Gross motor skill needs enough energy and is done by large muscles. The examples of gross motor movements are walking, running, jumping, etc. while fine motor movements are movements that only involve certain parts of the body only and are done by small muscles. Thus, fine motor movements do not need much energy but they need a careful coordination and precision. The examples of fine motor movements are the movement in picking up an object by using the thumb and pointing finger, cutting, driving a car, writing, sewing, drawing.

Motor development means the development in the aspects of maturity and body movement control. In child's development process, gross motor develops earlier than fine motor. This is proven by the fact that children have been able to use their leg muscles to walk before they are able to control their arms and fingers to draw or cut an object. At 3 years old according to the stages of development, children generally have been in the control of most of the gross motor skills. While fine motor skills just start to develop, which is preceded by the simplest activities such as holding a pencil, holding a spoon, and stirring. Fine motor skills take a longer time to be acquired than gross motor skills since fine motor skills need more difficult abilities such as concentration, control, carefulness, and coordination of one body muscle and others. At the same time as the development of a child's age, his or her fine motor ability will be increasingly more developed and progress rapidly.

Child's motor ability at ages 4- 6 years is different from that of the adult, in: a) the way of

holding something, b) the way of walking, and c) the way of kicking. The children hold something at random, while the adults hold something in a special way in order the thing held can be used optimally. When an adult walks, he or she only uses the muscles needed to do it, while the child walks as if all of his or her body joins in the movement. In kicking a ball, the child kicks a ball followed with both of his or her arms which also move forward profusely.

Daily activities, both the simple and complex ones are always related to movements. Such activities like winking eyes, walking, running, pouring water, arranging puzzle chips are activities that are related to movements. The word "movement" is sometimes combined with the word "motor", thus we have the phrase "motor movement." Gallahue (1998) states that "motor" itself actually refers to the biological and mechanical factor that influences the actual change that occurs in the part of the body that can be observed. Thus, motor is the physical ability that an individual has to change the body posture into various positions.

Changes that occur in children when they get taller, when their nervous system becomes more complex, and the increasingly growth of bones and muscles in principle refer to motor development. The term motor development refers to physical development. Physical development means that the children have achieved a number of abilities for controlling themselves. The attainment of gross and fine motor abilities in children of early age is the goal of the children's physical development. The attainment of gross motor control consists of: moving big muscles in the body, especially in arms and legs consciously and carefully. While the attainment of fine motor control covers the use and coordination of small muscles in arms, wrist with agility. Gallahue explains that motor development is a change in motor behavior that occurs continuously along the life cycle. Motor behavior can be interpreted as change in motor learning and development in manifesting learning factor and maturity process that is related to motor performance. A study about motor behavior will focus on motor learning, motor control and motor development. Motor development process follows a general pattern consisting of three main directions, namely: a) development from large muscle toward small muscle, b) growth from head toward toes, called cephalocaudal development, c) growth from body axle outward called proximodistal.

Development from large muscle to small muscle refers to the use of muscle in the body. The development of large muscle consists of the development in the neck, body, arms and legs. While the development of small muscles consists of the development of muscles of fingers, arms and wrist. This can be seen in the condition in which a baby is

able to walk better first before it can pick up small objects.

Cephalocaudal comes from Latin, which means from head to tail. In cephalocaudal development pattern, the development of body structure and function starts from head, then continues to body and finally spreads towards legs. Proximodistal also comes from Latin which means from near to far which shows that the development of movement is from near toward outside of the body axle and spread toward its ends. This can be observed in a baby who is able to turn its body before its arms are ready to support its body weight. This process occurs since the muscles in the body axle develop earlier so that a baby can turn its body upside down before it can sit.

Motor development is a way how the body increases its ability so that its performance becomes more complex. Motor development consists of two classes, namely a) gross motor skill and b) fine motor skill.

Gross motor skill is the ability to use large muscles in the body to walk, run and climb. Fine motor skill consists of gross manipulative skills that involve one movement of body part such as in throwing and fine manipulative skills that involve the use of arms and fingers with precision, such as in writing and drawing activities.

There are three types of basic movement that need to be developed in children, namely stability movement, locomotor, and manipulative movement. Stability movement consists of swinging, rolling, turning the body and walking on a board. Locomotor movement consists of walking, running, throwing, hopping, climbing. Manipulative movement consists of throwing, catching, kicking and inserting.

2.2 Child Character Development

Character education should be given to children since early ages, through various teaching materials by developing the early child educational materials. Thus, when they are adult later, when they have a position they will be able to do good deeds. All the decisions made will be based on the noble characters. As we know character education that has been learned since early ages, in the family environment, at school and the society have crystallized in the children.

There are some views about character education. Character marks and focuses how to apply good values in the form of behavior, show that dishonest, cruel, greedy people and people with other negative behaviors are said to be people with bad characters. The essence of the character education is the system of values for students at school that consists of the components of knowledge, awareness or willingness, and actions to practices of the values. Character

education does not only consist of cognitive domain but the more important is the awareness of a child to apply the existing values in his or her life as a good and responsible member of the society.

Character education is the education that develops cultural values and the nation's characters in the children so that they have and apply the values in their life as family and society members and citizens who are religious, nationalistic, productive, creative and innovative (Depdiknas 2010). Based on the opinion above, through character education a child is expected to become religious and can judge which is correct and which is wrong and does what he or she believes to be true.

According to Musfiroh (2008), character refers to a series of attitude, behaviour, motivation and skill. In daily life people who behave according to moral norm are called people with noble character. People with noble character have knowledge about their potential, marked by values such as self confident, disciplined, creative, positive thinking, autonomous, enthusiastic, brave, initiative, diligent, persistent, hardworking, self-control/careful, patient, resolute/orderly, responsible, cooperative, willing to sacrifice/solidaristic, humble, simple, ashamed to make mistakes, forgiving, friendly, love beauty/environment, leading a healthy life, sportive and open minded (www.asrori.com/2011/05/artikel-pendidikan-konsep-pendidikan.html, accessed on 25 April 2015).

Character education is a conscious effort to help people to understand, to take care of and act based on main ethical values. When we think about the type of character that we want for the children, it is clear that we want them to be able to judge what is correct, to be very concerned about what is correct and then do what they believe to be true, even in facing pressure or temptation those from inside or outside. According to Megawangi (2007) character education is aimed at developing character through the process knowing the good, loving the good, acting the good which is the process of education that involves cognitive, emotion, and physical aspects so that the student can make the character the habit of the mind, heart, and hands. Yaumi (2014) states that character is morality, truth, virtue, strengths and attitude of a person as shown to other people through actions.

Character education as developed by the Ministry of Education and Culture is developed based on four pillars that refer to the processing of values in the domains of cognition, emotion, body and the management of heart that becomes the unity of spirit in driving mind, emotion, desire or what are better known as mind management, emotional

management, heart management, and physical body management. Related to the period of child development, the joyful learning paradigm and the world of children as the world of play, then in the context of the teaching of movements, then sports domain will be explained in more detail as follows.

Some terms in the teaching of movements include sports, kinesthetics and kinesthetic learning. Sport is planned and structured physical activity that involves body movements. Sport is an activity to train the body, not only the physical but also the psychological aspects. Kinesthetic is often related to the style or preference in learning. Kinesthetic learning basically contains the meaning that the students have to be active in learning by doing.

Kinesthetic teaching encourages the occurrence of the involvement of physical movements in the effort to teach the students, such as simulation, demonstration and role play. Thus, educators have to adopt and apply physical movement activity and play in teaching. The philosophy of active teaching is characterized by: a) I listen and I forget, b) I see and I remember, and c) I do and I understand (Yaumi, 2012). This philosophy means that by doing or practicing directly, or in reality, then everything can be learned, remembered, understood better. In addition to referring to kinesthetic, the concept of sports is often mentioned in psychomotor or teaching that is oriented to motor aspects (psychomotor).

Psychomotor refers to the movements of the body or the activity of body muscles movement that is closely related to mental aspects. It is related to mental aspects because psychomotor aspects is actually a union of cognitive and affective aspects. Thus a whole teaching should integrate the three aspects continuously according to the child's level of development.

In the teaching at the level of early child education with the theme: "learning while playing and playing while learning", then character development that becomes the focus in this study is sport activity that stresses playing activity in the form of Outbound for Kids that is manifested in the indicators of character: disciplined, sportive, persistent, reliable, enduring, cheerful, hard working and cooperative (Yaumi, 2012).

As we know the appropriate time to start inculcating character is at the early age (kindergarten or playgroup). At the early age (from birth to 8 years) children easily receive stimuli and this is the golden age in the human life. At this range of ages, children are easy to receive various stimuli that will have an effect on their brain functions, since this age is proven to be very critical in determining

the children's ability in developing all of their potentials, including character development.

According to Beck (2006) at age 4 children have reached 50% of their intelligence development, at 8 years they have reached 80%, regardless of the form and kind of education received. The intelligence is only changed 20%. Thus, character education should start from family as what is stated by Woolfolk (1983) family is a better place to motivate children to have a high achievement. If success in initiative and competition is developed and given reinforcement at home, by letting children to solve their own problems, then the children will be able to develop their needs better.

In addition, many parents fail in educating their children's character, whether they are busy or because they put more attention to the students cognitive aspects. Character education at school is very important although the basis of character education is in the family. If a child receives good character from the family, the child will have a better education letter. Many parents focus more attention to the intelligence than character education. Based on this fact it turns out that character education is more important, both at home and in educational institution (Goleman in [http://pondokibu.com/parenting/pendidikan-psikologi-anak/dampak-pendidikan-karakter-terhadap-akademi-anak/diaccess 25 April 2012](http://pondokibu.com/parenting/pendidikan-psikologi-anak/dampak-pendidikan-karakter-terhadap-akademi-anak/diaccess%2025%20April%202012)).

It is here that the family plays the role in educating children character, since in the family children are taught good things so that when they grow up the education is still effective. However, for some families, the systematic character education process above is very difficult, especially for some parents who are busy or have routine activities. Thus, it is better that character education needs also to be given when children enter the school environment, especially from the play group and kindergarten. It is here that teachers have an important role, in Javanese philosophy it called "digugu lan ditiru (trusted and emulated)" as at stake. Similar to what is expressed by Read and Patterson (1980) teachers will become children favorite when they love children, pay attention to them, are patient and help children in learning. Thus teachers should be able to lead the class well and do not cause a stress. Similarly, Moon and Mayes (1994) state that a class that is led by a good teacher will make the class more enthusiastic, concerned, positive and will achieve a high standard score. In the class there is only a little stress, and there will be much cooperation and tolerance.

Since a teacher is a sparehead at school who directly faces the students, he or she is regarded as an

idol for the children, whatever the teacher says the children will follow well. The results of studies in this past decade, Bredekamp & also some educators of constructivistic school, Caine & Caine Jansen state that a learning environment that is not threatening is very important and children should feel comfortable to receive, explore and stimulate new ideas.

While learning when children in a comfortable, low stress condition, an appropriate learning environment, children will be able to learn and be active and enjoy learning. Joyful teaching according to the result of the study done by Indrawati and Setiawan (2009) shows a high concentration that can improve the student's learning achievement. A study on brain and teaching shows the fact that is surprising, that is when something is learned seriously, in which a high attention is paid to the subject, then the person's chemical nervous system internal structure will change. The person will create new things such as new nervous networks, new electrical links, new associations and new connections. Thus in the teaching that will be done through play activity, in this case outbound one will find pleasure, comfort and cheerfulness for the children, and in this case the teacher's role is very important. As what is stated by Hidayatullah (2010) there are three indicators of comfortable condition for learning, namely a) joyful and making the students happy, b) conducive environment, both physically and nonphysically, and c) good service and performance. From the indicators above the teacher has to be able to create a comfortable condition so that the children can learn the lesson given.

Teacher's suggestion is very influential for children's character education. Thus, parents and teachers at school should follow the same steps in how to educate character of the children since an early age through some activities done at school. OfK activity program that is done regularly at PAUD ABC Singaraja is a real breakthrough in developing children's character. Regularly twice a month children join outing and OfK program both in the school environment and outside of the school environment and accompanied by educators and teachers who have special skills in outbound. Thus, outbound activity can be held optimally according to the children's development and children's character development can occur in a comfortable, joyful environment.

2.2.1 Outbound For Kids

Play for children is very joyful, without causing any burden and they are happy, laughing and moving

together. Play occurs because of an excess of energy. It means that children are seen running and do not want to be silent because of the excess of energy that has to be channeled through play. Furthermore it is stated by Borsetelmann in Bronson (1995) that "children's desire and need to play has been recognized throughout history, but it is not only children who explore and experiment, imagine and play with symbols and enjoy manipulating the social and physical environment".

From the explanation above we can conclude that children always want to play and this fact has been recognized throughout history. Through play the children do not only explore and experiment and imagine and play using symbols and manipulate the physical environment. Based on this children need more portions for playing and most of their time is spent for playing.

Based on some opinions above play is an activity done by children with pleasure, excess of energy will be channeled by involving all senses of perception so that the children can explore and experiment, which will stimulate their body development better. In the context of play, now a play activity known as outbound is developing rapidly. Outbound has developed widely, penetrating all boundaries and ages including an outbound that is adopted and becomes children's favorite which is known better as Outbound for Kids.

Viewed from the word formation, outbound comes from out of boundary which means away from the scope, boundaries, habits or routine (Susanta, 2010). It means that outbound is a self-development method in the form of the combination of a series of activities in the cognitive, affective and psychomotor domains with the experiential learning approach.

Outbound is a method to develop the participants themselves, essentially the same as the curriculum used to make the students smarter, more competitive and have noble characters. Today, this phenomenon of nature school is one of the breakthroughs of nature-based formal education whose superiority is increasingly recognized.

With a good management it turns out that the nature school with various outdoor activities has an equal quality with or even better quality than the conventional schools in general. No wonder nature schools have been built in almost all big cities in Indonesia with a significant market share in the society. On a closer observation, one of the outstanding characteristics of the nature schools is the rendering of service of education through the outbound method for developing children's character. However, one needs to remember that the outbound

method can be effective if it is managed by facilitators (educators or teachers) who have good appearance, charismatic, creative, innovative, good at various play activities, adept, well versed in psychology, management, good at communication skill, and conforming to child development.

One needs long and intensive education, training and experience to become a reliable outbound facilitator. The lowest level of readiness is how much one experiences in capacity building and interaction in various outbound activities in the field. The basic solution to meeting the challenge is the possession of the basic expertise, cooperation and communication ability that are appropriate for all participants.

The basic solution is in keeping with the scenario and use of outbound activities for all the participants. In this study Outbound for Kids was used as a method for developing children's character. The reason for the use of this method is that a) Outbound for Kids method is a simulation of life and the development of complex character into simpler one, b) it uses learning through experience approach, and c) it is done in the form of play which is full of cheerfulness. The model of the outbound method in this study was developed by using the pattern ice breaking, game, and reflection.

Ice breaking is the opening of activity in the form of various activities or simple games to break the frozen relation among the students to create closeness, both among the participants and the participants and facilitator. Ice breaking is done after a briefing. After ice breaking the activity is continued with game and closure.

Game is done in the form of play in small groups and in a variety of games to sharpen the potential of movement and child character development. The variety of games consists of a) bamboo bridge, b) double bridge, c) unstable bridge, d) unstable single bridge, e) double hole, f) net climbing, and g) flying fox. At the end of each game, there must be a reflection activity with the aim of exploring and finding together the uses of the game that has just been played. The essence of each game designed is to focus on the development of the children's character. To end all, the outbound activities a closing activity is done in the form of gathering, recovery, final briefing and praying together. All of the series of games are designed by considering the aspect of children's development, safety, availability of infrastructure and facilities, facilitator's ability, active, innovative, creative and joyful learning.

3 METHODS

This study used classroom action research design with stages in every cycle which consists of observation, preliminary reflection, planning, implementation, observation and reflection with two meetings.

The first meeting in Cycle 1 was held on Saturday, 14 May, 2016 and the second in Cycle 1 on Saturday, 21 May, 2016. The first meeting in Cycle 2 was on Saturday, 28 May, 2016 and second on Saturday, 4 June, 2016. The study was conducted at Area Outbound for Kinds PAUD ABC Singaraja, from 07.30 to 09.00 Central Indonesia Time.

The data were primary data collected through nontest technique by using observation method which was done by using child character observation sheet which contains 12 aspects, namely responsibility, discipline, honesty, love and compassion, concern, bravery, autonomy, hard work, mutual help / cooperation, politeness, justice, and self-control. The data collected were then analyzed using descriptive statistical analysis of mean (M, ideal mean (Mi), ideal standard deviation (SDi)

4 RESULTS

4.1 Results of Data Analysis for Cycle 1

The criterion for children's character classification was done based on Table 1 as follows.

Table 1: Results of Data Analysis for Cycle 1 with the Focus on Individuals.

| No | Range | N (Person) | % | Category |
|-------|-----------|------------|--------|------------------|
| 1 | M 100 | 3 | 8.11 | Consistent |
| 2 | 75 M <100 | 21 | 56.76 | Appear |
| 3 | 54 M <75 | 13 | 35.14 | Starts to Appear |
| 4 | M <54 | 0 | 0 | Not Yet Appear |
| Total | | 37 | 100.00 | |

Based on Table 1 it can be explained that in Cycle 1 with the focus on individuals, the children fell into consistent category or the children consistently (C) have been able to show character behavior without being reminded by other people with the total of 3 children (8.11%). Appear (A) category or the children

have shown character behavior but sometimes they needed to be reminded by other people with the total of 21 children (56.76%), Start to Appear (STA) category or the children have started to show character behavior with the help from other people with the total of 13 children (35.14%), and Not Yet Appear (NYA) category or children have not yet shown the expected character behavior with the total of 0 child (0%).

Based on the result of analysis of data for Cycle 1, although classically, the mean score for the character of the children has fallen into Appear (A) category, individually there were 13 children (35.14%) still fell into Start to Appear category. Hence, by referring to the criterion for implementing outbound activity in which an outbound is effective or has reached a full mastery when individually, the character of all children at least falls into Appear (A) and classically the mean score of the children at least falls into Appear (A) category, then the implementation of the action in Cycle 1 can be said to have not yet reached the full mastery, thus the study was continued to Cycle 2.

The problems faced in Cycle 1 were: a) the children were not free to play, since they focused on the activity of game being done according to their concentration and thinking ability, b) the interaction / cooperation among the children was still limited since the game activity was done individually and in pair, and c) some children were brave to join the short track (track 1) flying fox since it is not started with a series of games which are more interesting and require bravery.

Based on the problems, in Cycle 2 there was a correction made, especially in the game stages as follows; a) designing the form of games that are simpler and do not require children's concentration and intelligence, b) inserting group games by involving more than 2 children in every group, and c) designing a series of games which are more interesting and challenging the children's bravery before joining the last game or long track flying fox (track 2).

Through the corrections, especially the stages of activities for games in Cycle 2 was done as follows: a) organizing the children into 2 groups which were smaller, and b) doing game activities according to the interest of the children. They were (1) walking in group of 3 together, (2) playing carpet folding, (3) preparing a series of games: bamboo bridge, double bridge, unstable bridge, unstable single bridge, double hole, net climbing, the game which is more interesting and requires bravery before joining long track flying fox (track 2).

4.2 Results of Data Analysis for Cycle 2

The criterion for classifying characters of the children was as shown in Table 2 as follows.

Table 2: Results of Data Analysis for Cycle 2 with the Focus on Individuals.

| No | Range | N (Person) | % | Category |
|-------|-----------|------------|--------|------------------|
| 1 | M 100 | 3 | 8.11 | Consistent |
| 2 | 75 M <100 | 21 | 56.76 | Appear |
| 3 | 54 M <75 | 13 | 35.14 | Starts to Appear |
| 4 | M <54 | 0 | 0 | Not Yet Appear |
| Total | | 37 | 100.00 | |

Based on the result of data analysis for Cycle 2, with the focus on individuals, there were 36 children (97.30%) fell into Consistent (C) category, and 1 child (2.70%) fell into Appear (A) category. While classically, the mean score of the character of the children fell into Consistent (C) category. Hence, by referring to the criterion for implementing outbound activity it can be stated that an outbound is effective when individually the character of all children at least fall into Appear (A) category, then the implementation of action in Cycle 2 can be stated to have reached a full mastery so that there was no need to continue with the next cycle.

4.3 Interpretation of Data of Study

The improvement of the character of the children in Cycle 1 and Cycle 2, then it can be presented in table and graph as follows.

Table 3: Results of Data Analysis of the Increase in Children's Character.

| No | Range | N (Person) | % | Category |
|-------|-----------|------------|--------|------------------|
| 1 | M 100 | 3 | 8.11 | Consistent |
| 2 | 75 M <100 | 21 | 56.76 | Appear |
| 3 | 54 M <75 | 13 | 35.14 | Starts to Appear |
| 4 | M <54 | 0 | 0 | Not Yet Appear |
| Total | | 37 | 100.00 | |

Based on Table 3 above, it can be stated that the mean score of character of the children in Cycle 1 was

81, falling into the range of scores $75 \leq M < 100$ with Appear (A) category. While the mean score of character of the children in Cycle 2 was 116, falling into the range of scores $M \geq 100$ with Consistent (C) category. Based on the class mean, then there had occurred an increase in character of the children of PAUD ABC Singaraja from Cycle 1 to Cycle 1 by 35. The increase in character of the children can be shown in graph as follows.

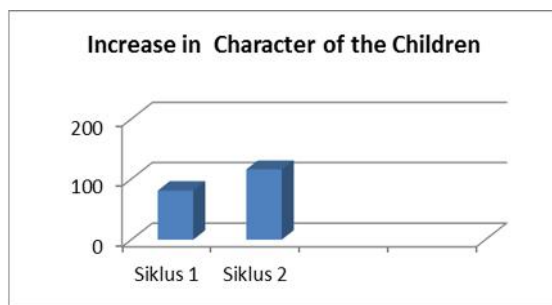


Figure 1: Increase in Character of the Children from Cycle 1 to Cycle 2.

5 DISCUSSION

Based on the results of the analysis of the data from the two cycles of the implementation of Outbound for Kids to develop children's character, in Cycle 1 the class mean was 81, falling into the range of scores $75 \leq M < 100$ with Appear (A) category with the details for the individuals as follows: the children in Consistent Category or children who consistently have shown character behavior without the need of being reminded by other people was 3 persons (8.11%), those in Appear category or those who have shown to have been able to show character behavior but sometimes still need to be reminded by other people was 21 persons (56.76%), Start to Appear category or children who have started to show character behavior with the help of other people was 13 persons (35.14%), and Not Yet Appear (NYA) category or children have not shown the expected character behavior was 0 person (0%). While in Cycle 2 the class mean was 116, falling into the range of scores $M \geq 100$ with Consistent (C) category with the details for the individuals as follows; the children in consistent category or those who consistently (C) have been able to show character behavior without the need of being reminded by other people was 36 persons (97.30%), Appear (A) or those who need to be reminded by other people was 1 person (2.70%), Start to Appear category or those who start to show

character behavior with the help of other people was 0 (0 %).

Based on the class mean score of the character of the children from Cycle 1 to Cycle 2, there was an increase of 35 (116 – 81). The significant increase also occurred in character of the individual children, in which the number of those who have achieved a full mastery in Cycle 1 was 24 persons (64.86%), and in Cycle 2 was 37 persons (100%). Thus, individually, there was an increase in character of the children from Cycle 1 to Cycle 2 by 35.14%. This increase shows that the implementation of Outbound for Kids done efficiently and effectively with the correction in teaching based on the weaknesses, hindrance or problems that were faced in Cycle 1.

Based on the result of the analysis of data above, it can be described further that the increase or development of the children's character through the implementation of Outbound occurred because: a) the activities of Outbound for Kids were done in an integrated way which consisted of a whole unit of stages of ice breaking, game and reflection, b) the researchers together with the instructor of Outbound for Kids prepared complete infrastructure and facilities according to the number of the children and the activities of Outbound for Kids that were going to be done, c) the portion of the activities of Outbound for Kids at the stage of ice breaking and reflection was increased, d) the activities of Outbound for Kids were done in combination, both in game infrastructure and facilities for individuals and in those for groups so that this could encourage optimal interactions among the children, e) the opportunities for the children to repeat various Outbound for Kids activities were more open since they were divided into 2 - 4 groups so that the time of queueing was shorter, and f) the children paid more attention to the instructor of the Outbound for Kids and felt more interested in various forms of games, more varied infrastructures and facilities, and the existence of a combination of games in the field, on the surface of the pool water and floating in the air.

The results of this study conform to Borsetelmann's theory (in Bronson, 1995) that states that children state that they always want to play, which has been recognized throughout history. Susanta (2010) who states that the essence of outbound which comes from the words out of boundary contains the meaning 'going outside of the scope, boundary, habit or routinity. In the sense that outbound is a method of self development in the form of a combination of a series of activities in the domains of knowledge, attitude, and skill with the learning through experience approach.

Outbound for Kids is a method for developing the participants which is essentially the same as the curriculum used to make the student more intelligent, more competitive, and have noble character. Now, the phenomenon of a nature school as one of the breakthroughs in the formal education based on nature gets more recognition for its superiority.

With a good management, it turns out that a nature school with various kinds of outdoor activities has a better quality than the conventional school in general. Now wonder that almost all big cities in Indonesia have nature schools that have a significant market share in the society. On a close observation, one of the outstanding characteristics of the nature school is an educational service through Outbound for Kids method for developing children's character.

Based on the result of analysis of the data and based on the relevant theories, generally, this study has been able to help PAUD ABC Singaraja to improve the children's character. It could optimize the the quality of PAUD ABC as a model school in developing children of early ages based on character development.

6 CONCLUSIONS

Based on the result of the analysis of the data and the discussion of the results of this study, it can be concluded that the implementation of Outbound for Kids could improve the character of children at PAUD ABC Singaraja in the academic year 1016/2017 with the mean score of 116, falling into the range of scores M = 100 with Consistent (C) category and individually the character of 36 children fell into Consistent (IC) category and one child (2.70%) in Appear (A) category.

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