

The Effects of an Outdoor Education on Social Emotional Learning From a Positive Youth Development Perspective

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Abstract: Research on the influence of outdoor education on social emotional learning (SEL) competencies for active sports participation is limited. This research assesses the effectiveness of outdoor education in improving the social emotional learning (SEL) competencies of high school students. 85 grade 10 students with average age = 15 years took part in an outdoor education intervention with a duration of 300 minutes, 4 times a week for 4 weeks in one learning semester in 2024. The questionnaire measures social emotional learning (SEL) competencies in the pre and posttest. Data analysis used descriptive statistics and independent sample t-test. The results show a significant increase in the total social emotional learning (SEL) competency scale of students who took part in positive youth development (PYD) oriented outdoor education interventions. There was an increase in students' social emotional learning (SEL) competence and physical activity after participating in the outdoor education intervention for 4 weeks. Outdoor education from a positive youth development (PYD) perspective has a positive influence in increasing social emotional learning (SEL) competencies and promoting active sports participation.

Keywords: Outdoor Education, Social Emotional Learning, Positive Youth Development

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INTRODUCTION

Adolescents are in the age range that includes school age, this causes adolescent activities to be more concentrated on educational activities. The results of the March 2023 National Socio-Economic Survey show that as many as 28.45 percent of teenagers attend school (Badan Pusat Statistik, 2023). Educational activities are productive activities and provide added value because there is

potential that can be empowered. Interventions with adolescents require an understanding of risks and how to acquire and have skills to promote positive development. Various positive youth development programs can be adapted to various adolescent needs in all environmental and cultural contexts (Waid & Uhrich, 2020). Positive youth development interventions are based on the philosophy that every individual is capable of making positive changes (Catalano et al., 2004). Positive youth development is a comprehensive approach to intervention in the social environment. Positive youth development is a prosocial educational approach such as learning and social emotional and character development (Snyder & Flay, 2012). The perspective on positive youth development is becoming increasingly dynamic and is based on developmental systems theory, emphasizing positive multi-faceted indicators (Masten, 2011).

Positive youth development is related to internal and external factors for living a successful life. Internal factors, namely skills, competencies and values, such as commitment to learning, positive values, social competence and positive behavior, as well as external factors, namely the environment, contextual and socialization systems, such as support, empowerment and hope. Support, opportunities and environment are very important for adolescents to increase the capacity of successful individuals (Adams et al., 2019). From this point of view, interventions based on social emotional learning can be considered the best for predicting the long-term well-being of adolescents (Paricio et al., 2020). Social emotional learning is a positive youth development framework that focuses on promoting social emotional skills which are the key to improving social adjustment and reducing adolescent development problems (Taylor et al., 2017). Positive youth development programs have been well recognized globally, most of the identified positive youth development programs have been effectively implemented in society (Wiiium & Dimitrova, 2019). Social emotional learning refers to the process of individuals learning and applying a set of social, emotional, behavioral and character skills needed to succeed at school, the workplace and social relationships (Jones et al., 2021). These skills primarily involve the development of social and interpersonal skills, cognitive regulation, emotional processes, character, and thought patterns (Jones et al., 2017).

Outdoor education can play an important role in developing social relationships and positive individual interactions (Maeda, 2015). Interaction with the outdoors can improve teenagers' social relationships and increase sensitivity to social relationships (Goldy & Piff, 2020). Outdoor education can include problem-solving activities, ropes challenges such as wall climbing, abseiling, rafting, and caving (Bowen et al., 2016). Wall climbing has become a learning activity in outdoor education and emphasizes the development of various social, emotional and cognitive skills contributing to overall development regardless of age (Bialeschki et al., 2017). The implications of these findings require studies to

improve social emotional learning (SEL) competencies for active sports participation.

METHOD

The pretest-posttest control group research design with more than one experimental can be expanded to include more than one experimental group (Johnson & Christensen, 2019). Participants were students of SMAN 1 Pandeglang. The sampling technique was a purposive sampling technique seen from 10th grade students actively involved in extracurricular nature lovers, scouts and paskibra and aged 15 years, totaling 40 people from 2 research groups.

In this study, researchers applied two treatments to one experimental groups and activities to one control group. The social emotional competencies questionnaire was adapted from (Zhou & Ee, 2012) for assessing self-awareness, social awareness, self-management, relationship management, and responsible decision-making. Data analysis used descriptive statistics and independent sample t-test.

RESULTS

In table 1 are the results of hypothesis testing using the descriptive statistics, based on the descriptive statistics it can be concluded as follows:

Table 1. Results Descriptive Statistics Social Emotional Competencies

No	Group	Mean
1.	Experiment	67,94
2.	Control	26,46

Based on table 1, the average score of the experimental group = 67,94. control group average score = 26.46. This shows that the difference in scores from the experimental group has a higher difference in scores from the control group. In table 2 are the results of hypothesis testing using the independent sample t-test, based on the independent sample t-test it can be concluded as follows:

Table 2. Results Independent Sample T-Test Social Emotional Competencies

No	Group	t	Significance
1.	Experiment	2,299	0,00
2.	Control	2,299	0,00

Based on table 2, it can be concluded that there is a difference in the influence between the experimental and control groups on increasing social emotional competencies. After processing the data using the t-test, the t-count was $2.299 > t\text{-table } 2.05$, meaning that there was a significant difference in influence

between the experimental group and the control group on increasing social emotional competencies.

DISCUSSION

The results of this research reveal that outdoor education programs from a positive youth development perspective have a higher influence than outdoor education programs on increasing social emotional competencies. Outdoor education can play an important role in developing positive social relationships and individual interactions (Germinaro et al., 2015). Interaction with the outdoors can improve teenagers' social relationships and increase sensitivity to social relationships (Goldy & Piff, 2020). Outdoor education is described as experiential learning in the open air. Students participating in outdoor education programs are useful in aspects of social emotional learning such as self-esteem, self-confidence, relationships of mutual trust and a sense of belonging. Participation in outdoor education programs shows increased student understanding of nonverbal emotional cues for social emotional development (Uhls et al., 2014). Outdoor education programs can provide a positive role for students in improving cooperation, leadership, communication, management and loyalty skills (Shellman & Hill, 2017).

Outdoor education programs have a positive effect on students' personal and social development (Mackenzie et al., 2018). Outdoor education programs involve planned, structured programs of physical activity in the open to help facilitate intrapersonal and interpersonal growth (Booth & Neill, 2017). Outdoor education has a diverse knowledge and learning perspective whereas the conventional education system, is based on theoretical knowledge in a classroom environment and limits the interaction between emotions, actions and thoughts and has the potential to be a complementary form of education in the tradition of pragmatic and progressive pedagogy can offer opportunities to students and teachers to learn based on observation and experience in authentic situations, then the positive influence of outdoor education is related to personal and social development, physical activity and academic achievement (Becker et al., 2017).

CONCLUSION

This research reveals the conclusion that the outdoor education program from a positive youth development (PYD) perspective is a predictor of affective aspects in outdoor education activities, namely rock climbing, for students at SMAN 1 Pandeglang. Between the two programs, the outdoor education program from a positive youth development (PYD) perspective has a higher score for increasing social emotional learning (SEL) competencies compared to the regular outdoor education program.

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