

Improving the Student's Cooperation OKE

by Prodi PGSD

Submission date: 18-May-2023 09:30PM (UTC+0700)

Submission ID: 2096282341

File name: Improving_the_Student_s_Cooperation_OKE.pdf (3.91M)

Word count: 8960

Character count: 57616

Improving the Student's Cooperation and Environmental Care Skill using Outdoor Learning Strategy Outbound Variation

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Abstract—

This research describes the impact of learning process use the outdoor learning strategy outbound variation based on Banjarese local wisdom to improve student's cooperation and environmental care skill. The type of research method was classroom action research, and the research subject were students on Karang Mekar 1 Elementary School. The collection data technique used was the observation instrument of cooperation and environmental care skill, consisting of 4 aspect, the result of this research shows that implementation of outdoor learning strategy outbound variation based on Banjarese local wisdom can improve student's cooperation and environmental care skill gradually until more than 80% of students got very good criteria in the last cycle.

Keywords—

cooperation; environmental care skill; outdoor learning, outbound; Banjarese local wisdom, elementary school

I. INTRODUCTION

The next generation who are this country needs is the person who can collaborate with another person to make the innovation in every sector to improve the power of this nation. To get that purpose, the government do more ways to born the next society who can establish cooperation to make innovation and born the productive society. According to that statement in reference [1] and [2], stating that the next generation must have skills like critical thinking, creativity, collaboration and communication. Collaboration skill is the important one that the next generation must have. Reference [3] see the collaboration as an important aspect that must be improved because it can grow the social skill, respect to other person and have the responsibility for their life.

The advantages of cooperation skill as reference [4] that cooperation is one way to improve the adaptation and responsibility skill, be productive and have the highest empathy until respect the other although in a different opinion. The research by West based on reference [5] reveals that cooperation in every person can make an effective and productive life. They can help each other to do something and make the best result. Reference [6] reveal the same result on his research that cooperation based learning will make a positive impact on problem solving skill and make the time to do something more efficient. The same research result is revealed by reference [7] that the implementation cooperation

strategy that contains collaboration skill on learning can improve student's self efficacy and improve their learning result.

Our nation hope is to have the next generation who has the skill to save the environment, it is because of Indonesia as a country that is rich with natural resources. Indonesia has flourishing land that can make more kind of trees grow here. So that we need the next generation who are care with our natural resources continuity. The important of this skill as presented by reference [8] that environmental care character must be developed to the student as early as possible because it has the role to guarantee the continuity of our green environment, to make the fresh air can always we get. There are so many ways that can we do to improve students' environmental care skill as expressed by reference [9] there are many reasons that be the background his research that why it's so important to keep our environments continuity, world preservation from the collapse and the contamination as the international society agreement. In another side, reference [10] has expressed that development environmental care skill through environmental education be the important needs that must not be ignored if we want to see the next generation who care with our world green. It's important to remember that development environmental care skill can build the human character in the connection to prepare the environment preservation for our next generation prosperity in this world, this is our responsibility to develop that skill for next generation as early as possible. A harmonious statement has given by reference [11] that the experience which is given as early as possible have a positive impact on improving human good character especially on keep our environment prosperity for the next generation. If the experiences and development good character about the environmental care is given as early as possible will definitely have a positive impact to improve students' skill to saving our environment.

The roles of responsibilities to the environment were also expressed in the results of reference [12] in her research has obtained results that the environmental care skill is applied in schools has an effective impact to instill awareness to preserve natural and environmental resources. Various efforts have been made to deal with environmental save challenges, it is very much needed to give provide provision of education that i

concerned with the environment as one of the commitments of the community and international government to protect the earth from various damage through the implementation of Environmental Education, which is the keyword to prepare the community with knowledge, expertise, values and environmental care attitudes so that can participate in the solving environmental problems [13].

The facts in the field show that the development of cooperation and environmental care attention still not be applied properly through the learning process and activities in primary school. This fact is the result of two weeks of observation at the Karang Mekar 1 primary school Banjarmasin using indicators compiled based on several studies, like Collaboration (do everything together with friends on group), Responsive (give Good responses and happy in groups), Participation (participate in every activity on group) [14-16]. Through this measurement, it was found that almost all indicators had not been fully developed in children.

The results of subsequent observations show that environmental care skill that can be done in or outside the learning activities. Researchers use indicators compiled by modifying expert opinions regarding planting environmentally caring in the school environment such as: participating in maintaining the classroom environment, dispose of garbage in its place, care about the cleanliness of the school environment and participating in beautifying the school environment [17-18].

So that the problems that occur do not have a broader impact, the researcher provides a solution from implementation outdoor learning strategy outbound variation based on Banjarese local wisdom in the form of traditional games. Outdoor learning can develop the character like independence, mutual cooperation, cooperation between students and train students to be able to control emotions, foster a love of the environment and foster scientific attitudes because the learning process is presented with learning strategies while trying or practicing so that children are directly involved in the learning process and closer [19-23]. The development of various skills has a more effective impact if implemented through variations in learning activities such as outside the classroom or better known as outdoor learning [21],[24].

In addition to implementing the outdoor learning strategy, researchers chose a solution to maximize collaboration skill development by providing outbound methods through the series of games performed in groups focusing cooperation as well as children's care for the environment. The outbound method was chosen because it contains an experiential learning approach so that students can easily absorb their own knowledge, outbound is also able to hone their own digging skills through a fun and challenging atmosphere that is able to hone and develop potential, ready to face the future, solving various uncommon challenges and helping to know yourself and their abilities [19], [25]. The outbound method is able to develop various skills like communication, cooperation, and leadership that can be implemented through game activities, simulations and adventures [26-29].

The steps of the activity using the outdoor learning strategy with the outbound method are designed into eleven stages

starting from (1) Conducting learning orientation through giving motivation, displaying various objects related to learning or storytelling, (2) The teacher invites children to perform exploration activities outside the classroom to explore various knowledge by looking directly at the situation according to the theme of learning, (3) Formation of experience through moving activities or games as material to instill initial concepts to children, (4) teachers and children undertake projects related to environmental preservation, (5) Implement learning activities through Structured games use a number of traditional games that contain cooperation skill, (6) Teachers together with students reflect on activities that have been carried out and make the activities with moral value taking fun ways like storytelling or fairy tales.

This research is limited to only one learning theme and limited to the development of cooperation and environmental care in students using outdoor learning strategies and outbound methods based on local wisdom. The success of the study is limited to the score of the ability of cooperation and environmental care skill of 5th-grade students of Karang Mekar 1 primary school Banjarmasin when it has reached 80% in a classically.

The formulation of the problem of this research is how can the application of Outdoor Learning and outbound learning based on local wisdom to improve cooperation skills and environmental care skills in 5th-grade students of Karang Mekar 1 primary school Banjarmasin?

II. METHOD

Based on the problems raised in the form of lack of development of cooperation skill and environmental care skill in primary school, the type of research that is used to solve the problems is classroom action research. The classroom action research model that will be applied in this study is the model proposed by Kemmis and Mc Taggart through four steps in implementing PTK as follows, stage 1 Planning is divided into (1) conducting observations and interviews to determine the focus of the problem, (2) determine the solution and design to overcome the problem, (3) design a research instrument and learning device (4) conduct a validation instrument with doctor qualified lecturers in the field of psychology and primary school to equate perceptions of indicators of cooperation and environmental care skill. The second phase is action using outdoor learning strategies outbound variation based on Banjarese local wisdom, the Third phase is Observation to get data of creativity and cooperation of students in the learning process and the fourth phase is reflecting on finding various disadvantages and improvements in learning.

This research was conducted on 5th-grade students of Karang Mekar 1 Primary School Banjarmasin in the odd semester of the 2017/2018 academic year with 20 childrens consisting of 12 boys and 8 girls. this research was conducted in 4 cycles with three meetings in each cycle. The researcher acts as the designer of the solutions, instruments and observers of the research. while those who will carry out the learning process using the solutions presented are the teachers of 5th grade. The researcher also acts as a data collector and

interpreter obtained during the research process and the compiler of the research report.

Based on the research problem formulation, the researcher determined the procedure for collecting data through research instruments using two types of instruments, namely observation of cooperation and environmental care skill of the student. Cooperation skill instruments are formulated using an observation sheet that contains collaboration, contributions, Responsiveness and Participation [14-16]. Environmental Care skill Instruments are formulated with aspects in the form of Participating in maintaining the classroom environment, Dispose of garbage in its place, Care for the cleanliness of the school environment and Participating in beautifying the school environment [17-18].

Data analysis in this research uses quantitative and qualitative data. Quantitative data analysis is cooperation score data and environmental care attitude and instrument validation score results. Cooperation and environmental care skill were analyzed using the calculation of the results of the assessment obtained through the observation method of the child's performance in the learning process. Assessment of cooperation and environmental care skill is carried out during the implementation of learning activities using outdoor learning strategy outbound variation based on Banjarese local wisdom. The score obtained by each student will be highlighted to see an increase in each meeting of the action. The validation results from the validators were analyzed using the calculation of the number of scores and the percentage of the entire aspects that were validated.

Qualitative data analysis in this research adopted the analysis concept of the Miles and Huberman models which suggested three stages starting from data reduction, data display and concluding the results of the research. Data reduction is intended to sort the data obtained to fit your needs. Data obtained from observers are notes and results of observations during the implementation of the action. This data will be sorted according to the research objectives. Screening data will present numerical data in the form of scores on creativity and student collaboration in the form of tables. The verification phase will describe the results obtained and their development. The conclusion stage will present the implementation of outdoor learning strategies, variations in outbound methods based on local wisdom and improve cooperation and environmental care skill of the students.

The development of cooperation and environmental care skill in students is successful if individually children get a score of 13-16 with the criteria of "very good". Classically is successful if at least 80% of students get the criteria of "very good".

III. RESULT AND DISCUSSION

A. First Cycle

The implementation of the action in cycle 1 consisted of three meetings by applying outdoor learning strategy outbound variation based on Banjarese local wisdom. In this cycle learning is done on the theme of the ecosystem. The research setting is carried out by utilizing the community housing

environment around the school as a place of learning, on learning with ecosystem themes. The learning steps carried out during this cycle are as follows (1) Conducting learning orientation through giving motivation, displaying various objects related to learning or storytelling. At the first meeting the teacher gave a story about a family of animals occupying a tree as a place to live which was then linked to the importance of the house as a shelter, at the second meeting the teacher gave an orientation in the form of video shows of various objects inside and outside the house which were then linked to the importance of maintaining cleanliness of the home environment, while the third meeting of the teacher provides video footage of family members along with the obligation to preserve the environment around the house. (2) The teacher invites the children to do exploration activities outside the classroom to explore various knowledge by looking directly at the situation according to the theme of learning. The first meeting of exploration activities was carried out by looking at a number of houses and stopping at one of the houses of a teacher to identify various types of plants on the yard, the second meeting was carried out by exploring the residential neighborhood to see which clean and less clean environment, the third meeting was carried out by going around the school environment to assess whether the school environment was clean or there was still a lot of garbage scattered about. (3) Formation of experience through moving activities or games as material to inculcate initial concepts to children. At the first meeting the teacher used a picture sticking activity that was distributed randomly to the child and then taped to a carton with a different title, the second meeting of activities was filled with activities to describe parents at home, the third meeting was filled with activities to connect pictures cut like puzzles (4) the teacher and the child carry out projects related to environmental preservation, the project at each meeting is carried out by collecting garbage around the classroom and school environment, arranging the class before returning to learning shortly after studying outside the room, and making the results of coloring, drawing or sticking individually. (5) Carry out learning activities through structured games using a number of traditional games with collaboration. At the first meeting the children were invited to play a "gobak sodor" with members of 4 children in a group, the second meeting was filled with "bentengan" games (traditional banjarese games containing activities to guard the house against enemy attacks) and the third meeting was filled with "badaparak" games (a game jumping over a plot using a stone as an "undas" to determine the direction of the jump). (6) Teachers together with students reflect on activities that have been carried out and fill activities with advice through fun ways such as storytelling or fairy tales.

The results of observations of students cooperation in this cycle have not described satisfactory results yet because of the acquisition of a score of 4 or with the criteria of "very good" in every aspect which is considered to have reached 80%. The results obtained classically at the meeting of 1 child who obtained the criteria of "very good" in the aspect of cooperation were only 20%, at the second meeting it increased to 35% until the third meeting again showed the same result which was 35%. This result illustrates that the student's cooperation has

not reached the indicator of success yet so it must be continued in the second cycle.

Aspects of environmental care skill also showed results that were still unsatisfactory, in this cycle, there were no aspects that reached the criteria of success because of the acquisition of a score of 4 or with the criteria of "very good" in each aspect that had not reached 80%. Classically the results of the research at the 1st meeting showed that children who get the criteria of "very good" were only 25%, at the second meeting it increased to 30% until the 3rd meeting also showed an increase to 40%. These results illustrate that the aspect of caring for the environment has not yet reached the indicator of success so it must be continued in the second cycle.

B. Second Cycle

The research was continued in the second cycle which was held again in three meetings by applying outdoor learning strategy outbound variation based on Banjarese local wisdom. The second cycle of learning is continued on the theme of the ecosystem. The research setting was carried out by utilizing the community housing environment around the school, zoo and Basirih landfill as a place to study on ecosystem themes. The learning steps carried out during this cycle are as follows (1) Conducting learning orientation through giving motivation, displaying various objects related to learning or storytelling. At the first meeting the teacher gave a picture and illustration in the form of various living things and inanimate objects around us that needed each other, at the second meeting the teacher gave orientation in the form of various video shows about various kinds of animals that live in residential areas or neighborhoods, while the third meeting the teacher gives video shows of healthy and unhealthy environments and illustrates the importance of protecting the environment. (2) The teacher invites the children to do exploration activities outside the classroom to explore various knowledge by looking directly at the situation according to the theme of learning. The first meeting of exploration activities was carried out by going around the residents' housing and seeing various kinds of living things and inanimate objects around us, the second meeting was held by visiting the Jahri Saleh zoo and observing various animals living in zoos, the third meeting was carried out by visiting the final landfill Basirih by bringing along the child's parents. (3) Formation of experience through moving activities or games as material to inculcate initial concepts to children. At the first meeting the teacher used a picture sticking activity which was distributed randomly to the children and then taped to a carton with a different title, the second meeting was filled with activities to attach pictures of animals living in several zones in the Jahri Saleh zoo, the third meeting was filled with activities connect each other to the cut image like a puzzle that matches the learning theme of a healthy and unhealthy environment (4) the teacher and the child do projects related to environmental preservation, the project at each meeting is carried out by collecting garbage around the classroom and school environment, arranging the class before returning continue learning shortly after studying outside the room, and do the work in the form of coloring, drawing or sticking individually. (5) Carry out learning activities through structured games using a number of traditional games with

collaboration. At the first meeting the children were invited to play "*cuk-cuk bimbi*" (a typical South Kalimantan game carried out with the role of a child being a table and another friend running objects from hand to hand for the next child who acts as a table will guess at whose hand the object was hidden) with members of 4 children in the group, the second meeting was filled with "*baupauan*" games (traditional banjar hide and seek games) and the third meeting was filled with games to "*Tawak sandal*" (a house keeping game symbolized by shoes arranged like a pyramid then each group competed to knock down the shoe pyramid arranged). (6) Teachers together with students reflect on activities that have been carried out and fill activities with advice through fun ways such as storytelling or fairy tales.

The results of observations of child cooperation in this cycle showed a significant increase even though they did not describe the maximum results because of the acquisition of a score of 4 or with the criteria of "very good" in every aspect which was considered as not yet reached 80%. The results obtained classically at the meeting of 1 child who obtained the criteria of "very good" in the aspect of collaboration were only 45%, at the second meeting it increased to 60% until the third meeting again showed the same result of 75%. This result illustrates that the aspect of cooperation has not yet reached the indicator of success so it must be continued in the third cycle.

Aspects of environmental care skill also showed a significant increase even though the results obtained still did not reach indicators of success, in this cycle there were no aspects that reached the success criteria because of the acquisition of a score of 4 or with the criteria of "very good" in each aspect which had reached 80%. Classically the results of the research at the 1st meeting showed that student who got the criteria of "very good" was only 55%, at the second meeting it increased to 65% until the 3rd meeting also showed an increase to 70%. These results illustrate that the aspect of environmental care has not yet reached the indicator of success so it must be continued in the third cycle.

C. Third Cycle

The research was continued in the third cycle, which was held again in three meetings by applying the outdoor learning strategy outbound variation based on Banjarese local wisdom. In this cycle learning is carried out by continuing the discussion of ecosystem theme. The research setting was carried out by utilizing the surrounding environment of schools, zoos and Amanah Borneo Park's outbound field as a place of learning. on learning with ecosystem themes. The learning steps carried out during this cycle are as follows (1) Conducting learning orientation through giving motivation, displaying various objects related to learning or storytelling. At the first meeting the teacher gave a picture and illustration in the form of various living things around us needed to support healthy living, at the second meeting the teachers gave orientation in the form of video shows of various kinds of plants and animals needed in daily life and their functions for life, while third meeting the teachers provide orientation in the form of stories and songs that are connected with various living beings around the outbound environment. (2) The teacher invites the children to do exploration activities outside the

classroom to explore various knowledge by looking directly at the situation according to the theme of learning. The first meeting of exploration activities was carried out by going around the residents' housing and around the market near the school to see various kinds of living things that can support healthy and nutritious food, the second meeting was held by visiting the Jahri Saleh zoo and observing various animals living in zoos, third meeting carried out by going around the environment around the Borneo Park mandate by bringing along the child's parents. (3) Formation of experience through moving activities or games as material to inculcate initial concepts to children. At the first meeting the teacher used the drawing activity to be distributed randomly to the children and then taped to the cardboard with a different title, the second meeting of the activity was filled in drawing pictures according to the storyline that the teacher conveyed about various types of animals living in a region, the third meeting filled with activities demonstrate each other various types of living things according to the characters that are randomly distributed to all children (4) the teacher and the child do projects related to environmental preservation, the project at each meeting is carried out by collecting garbage around the classroom and school environment, arranging the class before continuing learning shortly after studying outside the room, and doing the work in the form of coloring, drawing or sticking individually. (5) Carry out learning activities through structured games using a number of traditional games with collaboration. At the first meeting the children were invited to play "baasinan" (a typical South Kalimantan game carried out by breaking through the house defenses symbolized by drawing boundaries and division of teams between the guard team and the attacking team) with 10 members in the group, the second meeting filled with "bentengan" games (banjar traditional games that contain activities to guard the house against enemy attacks) and the third meeting is filled with outbound games in the form of rolling balls, carrying glasses filled with water with plates tied to using straps on four sides, jumping wheels, crossing hula hops past member bodies groups and games of poisonous craters (crossing an area using a board that is stepped on as a viable bridge). (6) Teachers together with students reflect on activities that have been carried out and fill activities with advice through fun ways such as storytelling or fairy tales.

The results of observations of student cooperation in this cycle showed a significant increase in every aspect assessed so that almost all aspects of the students got a score of 4. Results were obtained classically at the meeting of 1 child who received the criteria of "very good" on the aspect of cooperation as much as 75%, at second meeting increased to 85% until the 3rd meeting again showed the same result which is 85%. These results illustrate that the aspect of cooperation has achieved the established indicators of success, namely at least 80% of children get the criteria of "very good".

The aspect of environmental care attitude also showed a significant increase until 4 of the 5 aspects observed had reached 80% of students got a score of 4. Classically the results of the study at first meeting showed that children who received the criteria of "very good" reached 75%, at the second meeting increased to 85% until the 3rd meeting also shows the same number of 85%. These results illustrate that aspects of

environmental care attitudes have reached indicators of success because they have met the criteria of success. The recapitulation of the increase in the score of cooperation and the caring attitude of the child's environment in a classical manner can be seen in the following graph:

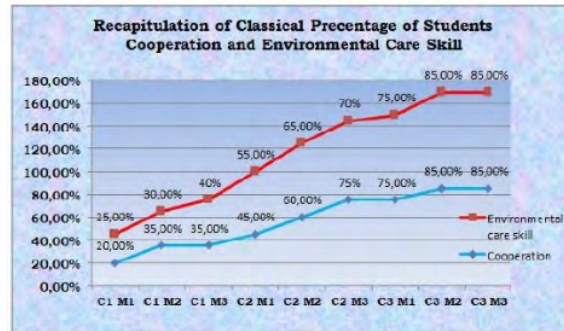


Fig. 1. Recapitulation of Classical Percentage of Students Cooperation and Environmental Care Skill

Based on the graph in Figure 1, it is known that the application of outdoor learning strategy outbound variation based on Banjarese local wisdom can improve student cooperation and environmental care skill. This research was declared successful according to the increase in the classical score of children in both aspects studied.

Cooperation is one of the important skills that young people must have in the future, reference [4] suggests that critical thinking skills, creativity, cooperation and communication are skills that should be prioritized and developed early on. If cooperation is one of the prioritized skills, it is certainly necessary to familiarize and develop it through a specific strategy, thus planting cooperation as an effort to prepare the skills of future generations is not just an opinion. The potential for cooperation to realize this brilliant next generation is in line with the results of reference [30] research that collaboration contributes to the formation of self-efficacy and technical skills of students. The choice of strategy in this study is based on reference [19] statement which suggests that outdoor learning can stimulate students to have independence, mutual cooperation and more importantly, is cooperation and train students to control emotions. Reference [31] also suggested that outdoor learning has a tendency to hone students' collaboration skills because they contain cooperative learning through various things that can be explored outside the classroom. The solution in the form of outdoor learning is supported by an outbound method that is able to improve student collaboration as the results of the reference [32] study which found that the outbound method was able to improve early childhood collaboration. The study also highlighted the development of an environmentally caring attitude as a provision to prepare generations who are able to preserve the environment. The importance of caring for the environment can be realized through the scope of education because it has a high intensity in interacting attitude development with the role of teachers as actors of knowledge transfer as the results of Desfandi's research (2015) describing the impact of

implementing *adiwiyata* policies in schools can improve the character of environmental care. Planting an attitude of caring for the environment can also be done with various alternatives such as teaching materials and learning activities, as the results of the research by reference [33] that planting character of environmental care can be done by incorporating the character of environmental care into science teaching materials.

The urgency of developing an environmental care skill requires us to plant from as early as possible, like the research result from reference [34] that the development of environmental care skill can be carried out starting from the basic education level with various strategies in accordance with the conditions of the school environment. The effectiveness of developing an environmental care skill since school age is very decisive for environmentally friendly behavior in the future, as research conducted by reference [35] shows that the level of public education will greatly influence the attitude of caring for the environment. These facts show that environmental care is very important to be developed from early as possible age and integrated into the learning process.

The learning process carried out by researchers uses the design of learning orientation activities through giving motivation, displaying various objects related to learning or storytelling. The teacher's efforts are in line with reference [36] that learning that shows various objects that contain problems can stimulate children's creativity because it is done by developing students' ideas widely through the delivery of problems. The efforts made by the teacher not only can open up children's insight into various things about the environment but also can stimulate children's sensitivity to something. This learning step can also help children get used to getting their own knowledge as reference [37] states that through outdoor learning students will acquire knowledge that is explored by themselves through the formation of ideas or ideas, concepts and knowledge through direct experience by seeing learning objects. Through this activity, in addition to having the ability of creativity students will also have scientific literacy skills that are in line with reference [38] that natural learning outside the classroom is able to improve mastery of science and children's literacy.

In this research, students are also invited to perform exploratory activities outside the classroom to explore various knowledge by looking directly at the situation according to the theme of learning. This activity shows that the learning process carried out outside the classroom can hone students' physical abilities [22], this is reinforced by the practice in the field that uses a variety of location points in accordance with the learning theme. This learning process allows children to have the ability to uncover various facts and data needed from the environment [22], thus the activities implemented have a role in providing direct experience to recognize various environmental conditions. Like reference [21] also added that outdoor learning is able to provide positive perceptions about various things by exploring in a wider environment, and can improve students' scientific abilities which in turn have an impact on students' creativity. Learning carried out by exploring various things in the open can certainly provide an in-depth understanding and instill a caring attitude towards children as a study conducted by reference [39] that learning using fieldwork methods can

develop attitudes and understanding of the environment. Not only that, but the selection of this solution was also based on the results of reference [40] research which suggested that the outbound method was able to improve children's social emotional skills because they were given using games and cooperation between students. The efforts made by this researcher also directly included elements of environmental care in the learning process as well as research conducted by reference [41] that character development of children will be more effective if integrated into various fields of study and taught comprehensively.

The next activity is filled with the formation of experiences through moving activities or games as materials to instill the initial concept to the child. Considerations for presenting the learning process that contains creativity and cooperation are also reasons for researchers as teachers in presenting activities that contain the formation of experiences through moving activities or games as materials to instill initial concepts to students. Through reference [20] research, outdoor learning is able to contribute to the ability of group work, attitudes and mutual respect for each other. This ability development is in line with reference [42] opinion that the game can train students to be open, fused, fused and learn together with others so that becoming a forerunner is important for his life later when he falls into the community. This activity is also part of the outbound method that makes the game filled with various skills and moral messages so that it can improve children's emotional control and is directed to hone children's environmental care, the selection of these activities are in line with the outbound of reference [43] research self and emotions in the future. The statement is harmoniously stated by reference [25] that outbound is very focused on developing children who in the end outbound is also able to convey the material contained in the national learning curriculum.

The learning activity is also held with the activities of the teacher and the child doing projects related to environmental preservation, the project at each meeting is carried out by collecting garbage around the classroom and school environment, arranging the class before returning to learning shortly after studying outside, and making coloring, drawing or sticking individually. This activity is an effort to provide children with an analysis of various environmental conditions of the ecosystem and what is done will certainly provide a provision of love for the natural environment which is in line with reference [44] research that the use of outdoor learning to explore the environment can provide environmental preservation. This activity was carried out as an effort to provide changes in student attitudes through an environmentally charged learning process, this is in line with the results of research by reference [45], that are able to provide changes to children's attitudes and habits using environment-based learning.

The learning process is continued by carrying out structured game activities using a number of traditional games with cooperation. Learning activities that are filled with local wisdom-based games are one of the efforts to foster the character of early childhood as reference [46] research found that traditional games applied in the learning process are able to improve children's collaboration, which is also in line with

the results of reference [47] by applying local wisdom-based learning able to foster a variety of children's characters, especially cooperation that is in line with the objectives of this study. Learning that is coupled with activities that can increase activity is also presented through structured games to increase the meaningfulness of learning. Games are presented differently every day so students are enthusiastic and have an interest in following the learning process. The efforts made by researchers to foster character such as cooperation through traditional games are also in line with the results of research by reference [48] who applied local wisdom-based learning with various solutions such as traditional games that were able to foster a variety of characters in children. Games that are integrated into learning and carried out outside the classroom also have a tremendous impact on the attitudes and abilities of children in collaborating and interacting with each other to establish positive relationships with each other. Students' abilities are in line with the results of reference [49], who suggested that learning with outdoor learning is able to provide understanding and instill the ability to establish relationships with each other.

IV. CONCLUSION

The conclusions in this study are (1) The application of outdoor learning strategy outbound variation based on *Banjarese* local wisdom can improve students cooperation until it reaches the indicator of success at the last meeting, which is more than 80% of students get the criteria of "very good"; (2) the application of outdoor learning strategies outbound variation based on *Banjarese* local wisdom can improve students environmental care skill until it reaches the indicator of success at the last meeting, namely more than 80% of students get the criteria of "very good".

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