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PENGARUH MODEL PEMBELAJARAN OUTDOOR ACTIVITY TERHADAP MOTIVASI BELAJAR DITINJAU DARI TANGGUNG JAWAB DAN KERJA SAMA PADA SISWA SEKOLAH DASAR

THE EFFECT OF OUTDOOR ACTIVITY LEARNING MODEL ON LEARNING MOTIVATION IN TERMS OF RESPONSIBILITY AND COOPERATION AMONG ELEMENTARY SCHOOL STUDENTS

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran outdoor activity terhadap motivasi belajar siswa sekolah dasar ditinjau dari tanggung jawab dan kerja sama siswa. Penelitian ini menggunakan metode eksperimen dengan rancangan faktorial 2×2. Sampel penelitian berjumlah 48 siswa sekolah dasar yang dipilih menggunakan teknik stratified purposive sampling. Instrumen penelitian berupa angket motivasi belajar, tanggung jawab, dan kerja sama yang telah memenuhi uji validitas dan reliabilitas. Data dianalisis menggunakan analisis varians dua arah (two-way ANOVA). Hasil penelitian menunjukkan bahwa terdapat perbedaan motivasi belajar yang signifikan antara siswa dengan tingkat tanggung jawab tinggi dan rendah, serta antara siswa dengan tingkat kerja sama tinggi dan rendah. Selain itu, terdapat interaksi antara model pembelajaran outdoor activity dengan tanggung jawab dan kerja sama terhadap motivasi belajar siswa. Disimpulkan bahwa model pembelajaran outdoor activity efektif meningkatkan motivasi belajar PJOK sekaligus mengembangkan karakter tanggung jawab dan kerja sama siswa sekolah dasar.
Kata kunci: *outdoor activity*, pendidikan jasmani, motivasi belajar, tanggung jawab, kerja sama

Abstract

This study aimed to analyze the effect of the outdoor activity learning model on elementary school students' learning motivation in terms of responsibility and cooperation. This research employed an experimental method with a 2×2 factorial design. The sample consisted of 48 elementary school students selected using stratified purposive sampling. Research instruments included questionnaires on learning motivation, responsibility, and cooperation, which had been tested for validity and reliability. Data were analyzed using two-way analysis of variance (ANOVA). The results indicated significant differences in learning motivation between students with high and low levels of responsibility, as well as between students with high and low levels of cooperation. Furthermore, there were interaction effects between the outdoor activity learning model, responsibility, and cooperation on students' learning motivation. It can be concluded that the outdoor activity learning model is effective in enhancing PJOK learning motivation while fostering responsibility and cooperation among elementary school students.
Keywords*: outdoor activity, physical education, learning motivation, responsibility, cooperation*

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INTRODUCTION

Physical education, sports, and health (PJOK) play a strategic role in shaping the holistic development of students, including physical, cognitive, affective, and social aspects (Sudaryaman dkk, 2024; McLennan & Thompson, 2015). At the elementary school level, PJOK is directed not only at improving physical fitness, but also at character building and strengthening students' social values (Kurniawan & Fitriyani, 2023; Utami & Mustadi, 2017; Rosmi, 2016). However, various studies show that PJOK learning in elementary schools is still dominated by conventional approaches that do not actively involve students, resulting in low student motivation to learn (Casey & Kirk, 2020; Widiyasanti & Ayriza, 2018).

Along with the implementation of the Merdeka Curriculum, PJOK learning is required to be contextual, meaningful, and student-centered. Learning that provides direct experiences through authentic physical activities is believed to be able to increase student engagement and motivation to learn (Stirling, 2013; Siedentop et al., 2019). One approach that is relevant to these demands is the outdoor activity learning model. This model utilizes the environment outside the classroom as a learning resource that allows students to obtain real, challenging, and enjoyable learning experiences (Masgumelar & Mustafa, 2021; Utami & Mustadi, 2017).

Previous studies have shown that outdoor activity-based learning has a positive effect on student engagement, motivation, and attitudes in physical education (Siedentop et al., 2019; Casey & Kirk, 2020). However, most studies still place outdoor activities solely as a strategy to improve physical aspects or general learning motivation, without simultaneously integrating student character factors. In fact, the character traits of responsibility and cooperation are important aspects that support the success of PJOK learning, especially in collaborative and experience-based activities (Kurniawan & Fitriyani, 2023; Rosyid, 2024).

Based on this research gap, the novelty of this study lies in testing the effect of the outdoor activity learning model on PJOK learning motivation by considering the simultaneous interaction of students' responsibility and cooperation character traits. This research is expected to contribute theoretically to the development of character-based PJOK learning and practically to PJOK teachers in designing effective, contextual learning that is in line with national education policy (McLennan & Thompson, 2015; Rosmi, 2016).

METHOD

This study used an experimental method with a 2×2 factorial design. This design was used to test the effect of the outdoor activity learning model and its interaction with the level of responsibility and cooperation on student learning motivation. The independent variable in this study was the outdoor activity learning model, while the dependent variable was learning motivation. The attributive variables included student responsibility and cooperation.

The research population consisted of elementary school students at SD Negeri 24 Ampenan, Mataram City. The research sample consisted of 48 students selected using stratified purposive sampling. The sample was determined based on the results of measuring students' responsibility and cooperation levels, taking 27% of the upper group and 27% of the lower group according to the established criteria.

The research instruments were learning motivation questionnaires, responsibility questionnaires, and cooperation questionnaires compiled based on theoretical indicators and had undergone validity and reliability tests. The data obtained were analyzed using two-way

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analysis of variance (two-way ANOVA) to determine the main effects and interactions between variables.

A research instrument is a tool used to measure observed natural or social phenomena (Sugiyono, 2013). The instruments used in this study were questionnaires to obtain data on student responsibility and cooperation. The development of the instruments was based on a theoretical framework that had been compiled in the form of questions or statements. The questionnaire used was a closed-ended questionnaire, in which respondents, in this case students, only needed to choose from the answers provided. The following table shows the research questionnaire grid.

RESULTS

Motivation Data

The table below shows that two data sets were analyzed, namely low pretest motivation and high pretest motivation, high posttest motivation, which aimed to find significant differences in scores before and after treatment. After analysis, the data shows that the first pair of motivation with low pretest and posttest scores has an average difference of 4.456 with a t-value of 21.436, degrees of freedom (df) = 67, and a significance value of 0.000 ($p < 0.05$). This shows that there is a very significant difference between the pre-test and post-test scores in the low class. Meanwhile, in the second pair of high motivation pre-test and post-test, the average difference was 4.868, t value = 14.726, df = 67, and the significance value was also 0.000. This shows that the treatment also had a significant impact on increasing the cooperation of students in the high class after the treatment was given.

Table 1. Motivation Data

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Post_R - Pre_R	4.456	1.714	.208	4.041	4.871	21.436	67	.000
Pair 2	Post_T - Pre_T	4.868	2.726	.331	4.208	5.527	14.726	67	.000

Collaboration Data

To compare the measurement results before and after treatment, a paired sample test analysis was conducted. After conducting the paired test using the cooperation data, the results shown in the figure above were found, with the description indicating that the average difference between the post-test and pre-test values was 4.574 with a standard deviation of 2.476 and a standard error mean of 0.300. The analysis resulted in a t-value of 15.234 with a degree of freedom (df) of 67 and a significance value of 0.000. This indicates that there is a very significant difference between the pre-test and post-test results in this group.

Table 2. Collaboration Data

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Post_R - Pre_R	4.574	2.476	.300	3.974	5.173	15.234	67	.000
Pair 2	Post_T - Pre_T	4.853	2.587	.314	4.227	5.479	15.467	67	.000

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Responsibility Data

The following data results show that the pre-test score was low, and the post-test score was low, with an average of 4.574, a standard deviation of 2.476, and a mean error of 300. The t-value obtained was 15.234, and the Sig value was 0.000, meaning that the results of this test were < 0.05.

Table 3. Responsibility Data

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Post_R - Pre_R	4.574	2.476	.300	3.974	5.173	15.234	67	.000
Pair 2	Post_T - Pre_T	4.853	2.587	.314	4.227	5.479	15.467	67	.000

Levels of Responsibility and Cooperation

Based on the results of the Paired Sample Test in the table above, there is a significant difference between the two pairs of data. For Pair 1 (TJT - TJR), the mean difference is 4.29412 with a standard deviation of 2.50408 and a t-value of 14.141 (df = 67), and a significance (Sig. 2-tailed) of 0.000, indicating a statistically significant difference. Similarly, for Pair 2 *(Kerja_T - Kerja_R)*, the mean difference is 4.16176 with a standard deviation of 0.95590 and a t-value of 35.902 (df = 67), also with a significance of 0.000. The 95% confidence interval for both pairs does not include zero, which reinforces the conclusion that there is a significant difference between each pair of data before and after treatment/intervention.

Table 4. Levels of Responsibility and Cooperation

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	TJT - TJR	4.29412	2.50408	.30366	3.68800	4.90023	14.141	67	.000
Pair 2	Kerja_T - Kerja_R	4.16176	.95590	.11592	3.93039	4.39314	35.902	67	.000

The results of the data analysis show that there is a significant difference in learning motivation between students with high and low levels of responsibility. Students with high levels of responsibility tend to show better learning motivation in participating in PJOK lessons. This shows that responsibility is an internal factor that plays an important role in encouraging student involvement and sincerity in learning.

In addition, the results also show a significant difference in learning motivation between students with high and low levels of cooperation. Students with good cooperation skills are more motivated to participate in outdoor activity learning because these learning activities require social interaction, communication, and collaboration between students.

Interaction analysis shows that there is a significant interaction between the outdoor activity learning model and responsibility for student learning motivation. The outdoor activity learning model proved to be more effective in increasing learning motivation in students with high levels of responsibility compared to students with low responsibility. These findings indicate that the success of outdoor activity learning is greatly influenced by the readiness of students' character.

Furthermore, there is a significant interaction between the outdoor activity learning

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model and cooperation on learning motivation. Outdoor activity learning provides space for students to collaborate and participate actively, so that students with high cooperation skills obtain more optimal benefits in increasing learning motivation.

Simultaneously, the results of the study show an interaction between the outdoor activity learning model, responsibility, and cooperation on student learning motivation. These findings reinforce the view that effective PJOK learning does not only depend on learning methods, but also on the integrated development of student character.

DISCUSSION

The findings of this study indicate that the outdoor activity learning model has a significant positive effect on the learning motivation of elementary school students in physical education, sports, and health (PJOK) lessons. Learning that takes place outside the classroom allows students to gain more concrete, authentic, and meaningful learning experiences compared to conventional classroom-based learning. This finding aligns with experiential learning theory, which emphasizes that direct experience is the primary source of knowledge and learning motivation for students (Stirling, 2013; Evayani, 2020).

The study results also reveal that students with high levels of responsibility demonstrate better learning motivation than students with low levels of responsibility. Responsibility encourages students to become actively involved, obey game rules, and complete learning tasks seriously. In the context of physical education, the character trait of responsibility is an important foundation for the success of activity-based learning, because physical activities require self-awareness, discipline, and student commitment to the learning process (Kurniawan & Fitriyani, 2023; Evayani, 2020).

Additionally, findings regarding the influence of cooperation on learning motivation reinforce the view that physical education learning is inherently social and collaborative. Students with good cooperation skills tend to be more enthusiastic and motivated in participating in outdoor activity learning because these activities provide space for social interaction, communication, and role sharing within groups. These results align with the sport education-based physical education learning model and models-based practice, which emphasize the importance of cooperation and active student participation in learning (Siedentop et al., 2019; Casey & Kirk, 2020; Lesmawan dkk, 2024; Evayani, 2020).

The significant interaction between the outdoor activity learning model and responsibility demonstrates that the effectiveness of learning is determined not only by the model used but also by students' character readiness. Outdoor activity learning has a more optimal impact on students with high levels of responsibility because they can manage themselves, follow safety rules, and actively participate in every learning activity. These findings emphasize the importance of integrating character education into physical education instruction, especially at the elementary school level.

The interaction between the outdoor activity learning model and cooperation regarding learning motivation also shows that the outdoor learning environment is an effective means of fostering collaborative values. Group activities in outdoor settings require students to coordinate, communicate, and work together to achieve learning objectives. Thus, outdoor activity learning serves not only as a strategy to increase learning motivation but also as a vehicle for developing students' social skills.

Taken together, the results of this study demonstrate that the combination of outdoor activity learning models, responsibility, and cooperation has a significant effect on student learning motivation. These findings contribute theoretically to the development of character- and experience-based physical education instruction and support educational policies that emphasize character building and contextual learning as outlined in the Merdeka Curriculum and the Quality Physical Education guidelines (McLennan & Thompson, 2015; Prasetiyo dkk,

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2023; Pabete dkk, 2023).

However, this study has limitations, including a relatively small sample size and a scope limited to only one elementary school. Therefore, further research is recommended to involve broader samples, different educational levels, and examine other variables such as learning interest, self-confidence, or social skills to enrich the study of the effectiveness of outdoor activity learning in physical education.

CONCLUSION

Based on the results of this study, it can be concluded that the outdoor activity learning model has a significant effect on the learning motivation of elementary school students, both directly and through interaction with student responsibility and cooperation. Outdoor activity-based physical education instruction has proven effective in increasing learning motivation while developing responsibility and cooperation among students. The practical implication of this study is that physical education teachers need to systematically integrate outdoor activity learning into their instructional practices. Teachers are expected to focus not only on physical aspects but also on strengthening students' character through collaborative and contextual activities. Theoretically, this study contributes to the development of experience- and character-based physical education research and can serve as a reference for future studies. Further research should explore the application of outdoor activity learning models across diverse educational contexts, with larger sample sizes and additional variables to provide more comprehensive insights into effective physical education instruction.

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