



## SPORTS AS A MEANS TO ENHANCE STUDENTS' SELF-CONFIDENCE THROUGH OUTBOUND ACTIVITIES

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### ABSTRACT

**Background.** Self-confidence is an important aspect of students' psychological development that can influence their academic achievement and social interactions. However, many students still exhibit low levels of self-confidence, particularly in the context of secondary education. **Objectives.** This study aims to investigate the effect of outdoor activities on improving students' self-confidence. **Method.** The method used is a quantitative experimental study with a pretest-posttest one-group design. The research subjects were 30 students from SMP Negeri 1 Lohbener, selected using purposive sampling with a quota sampling system. The instrument used was a self-confidence questionnaire consisting of 24 statements. **Results.** The analysis results showed a pretest average score of 86.73 and a posttest average score of 108.23, with an average score increase of 21.5. The t-test results indicated  $t\text{-calculated} = 7.447$  and significance level (Sig.) =  $0.000 < 0.05$ , indicating a significant difference between pre- and post-intervention scores. **Conclusion.** The conclusion of this study is that outdoor activities can significantly enhance students' self-confidence. The contribution of this research provides empirical evidence that experiential learning approaches, such as outdoor activities, can serve as an alternative strategy in fostering positive character development in students, particularly in building self-confidence and belief in their abilities.

**Keywords;** outbound, self-confidence, children's psychology, children's achievements.



## A. INTRODUCTION

Sport is an activity that involves the holistic development of the body, both physically and mentally, through systematic, directed, and measurable movement of all parts of the body. According to Mudzakir (2020), sport is a fundamental need for every human being. It can be categorized based on its purpose into recreational sports, competitive sports, health-oriented sports, and educational sports. Educational sports refer to the teaching and learning of sports-related activities, both formally and informally, within the educational system to improve knowledge, skills, fitness, and health. Mubarok (2021) defines educational sports as physical and sports education carried out in a structured and continuous educational process to acquire knowledge, personality traits, skills, and physical health and fitness.

Recreational sports, on the other hand, are types of sports that are adapted to societal culture with objectives including health, fitness, and enjoyment. According to Kristiyanto (in Mubarok, 2021), "recreational sports are closely related to leisure activities when individuals are free from routine work." Ramdan (2018) describes it as an activity performed during free time for various purposes, including pleasure, satisfaction, and mental and emotional refreshment, which in turn restores both physical and psychological strength. From this perspective, recreational sports can be defined as physical activities performed during leisure time with the goal of promoting health, fitness, and enjoyment. Recreational sports are also regulated under the Law of the Republic of Indonesia No. 3 of 2005 concerning the National Sports System (Chapter VII, Article 26, paragraphs 1 and 2), which states:

1. The development and promotion of recreational sports are carried out and directed towards popularizing sports as an effort to foster public awareness in improving health, fitness, enjoyment, and social interaction.
2. The development and promotion as referred to in paragraph 1 are implemented by the government, local authorities, and/or the community by utilizing and developing available resources, infrastructure, and sports facilities.

Thus, recreational sports are organized to develop public awareness of the benefits of health, fitness, joy, and social relationships, while also popularizing sports through the support of the government and existing resources. Various forms of recreational sports exist,

including *outbound* activities, traditional games, mountain climbing, and many others—ranging from simple to extreme types. Outbound is a recreational outdoor activity that emphasizes teamwork, discipline, and independence. According to Akin (2015), outbound is an educational training method that helps individuals develop self-confidence and awareness of others while enhancing self-awareness, even when facing significant challenges. Therefore, outbound activities often include enjoyable, thought-provoking, and challenging games that require participants to believe in themselves and act without hesitation.

Furthermore, Kimpraswil (in Rismayanthi, 2011) describes outbound as "a form of self-training (mental and physical) that significantly contributes to improving motivation, performance, and achievement in the context of organizational duties and goals." Similarly, Rocmah (2012) defines outbound as "a way to explore oneself in an enjoyable environment filled with challenges, which can uncover and develop potential, let go of the past, remain in the present, and prepare to face the future—overcoming challenges and unconventional tasks while expanding one's perception and understanding of their own capabilities."

In an effort to enhance students' self-confidence, this research focuses on the relationship between outbound activities and self-confidence. Recreational sports through outbound activities have also been explored and supported by previous studies. For instance, Rismayanthi (2012) stated that "outdoor learning activities such as outbound are beneficial in increasing students' courage to act and express their opinions." Meanwhile, Simanjuntak (2017) noted that "there was a significant increase in self-confidence after participating in outbound-based social guidance services."

Self-confidence is one of the key factors that support students in achieving success in their daily lives (Mudzakir & Mubarok, 2020). In addition, outbound activities serve as a means of gaining knowledge through adventurous experiences, thereby stimulating motivation and creativity (Ayuanita & Suntoda, 2017).

## **B. METHOD**

### *Participant*

This study involved 30 students from SMP Negeri 1 Lohbener who were selected using quota sampling technique. The participants were chosen based on their availability and

willingness to participate in the study. All participants were in the same age group and educational level to ensure the homogeneity of the sample. The selection criteria included students who had never participated in outbound training before and were physically and mentally capable of participating in outdoor activities.

*Research Design*

The research employed an experimental method using a *pretest-posttest one group design*. According to Ginanjar (2019), experimental research is a systematic and controlled method used to test the causal relationship between variables by providing specific treatments and measuring the outcomes. The researchers conducted their study by determining the training program based on the Outbound activities described by Rismayanthi (2011), such as tree falling/Trus Fall, bamboo walking, hiking, refling, water tower, rope walking, spider web, and swaying ladder. In this study, the treatment was the implementation of outbound activities designed to enhance students' self-confidence. Prior to the treatment, participants completed a pretest questionnaire to assess their initial level of self-confidence. After the series of outbound activities, a posttest was administered using the same instrument to evaluate any changes in self-confidence.

**Table 1.** Self-Confidence Questionnaire

No	Statement	SS	S	KS	TS	STS
1	I don't like it when I'm dirty.					
2	I don't like it when I feel hopeless when there are problems.					
3	I dislike it when I am unable to carry out my duties.					
4	I dislike it when I am weak.					
5	I dislike it when I am not given advice					
6	when doing Outbound activities.					
7	I dislike it when I am forced to participate in					
8	Outbound activities.					
9	I am always active in every Outbound activity that					
10	is given.					
11	I don't like it when I don't play an active role					
12	I am dissatisfied when I fail to understand the					
13	outbound activities I participate in.					
14	I dislike it when I am not active in outbound activities.					
15	I easily adapt to different activity situations.					
16						
17	I dislike it when friends judge based on social status, skin color, religion, and so on.					
18	I dislike it when I am indifferent to the					
19	activities I participate in.					
20	I am dissatisfied when activities do not					

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21	pay attention to
22	I like to ask questions and give suggestions
23	I dislike it when there is activity material that

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24	is not explained
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### *Data Analysis*

Data were collected using a self-confidence questionnaire consisting of 24 items, which had been validated for reliability and clarity. The analysis involved calculating the mean scores of pretest and posttest results to observe differences before and after the treatment. To determine the significance of the effect, a paired sample t-test was conducted using SPSS. The criteria for significance was set at  $p < 0.05$ .

## **C. RESULTS AND DISCUSSION**

### **Results**

The first meeting involved the Trus Fall/Falling Tree activity, aimed at developing creativity, problem-solving skills, and boosting self-confidence among peers. It was observed that the students initially approached the activity with hesitation, but they continued to participate in turns. In the second session, the students engaged in a challenging activity aimed at fostering courage, taking initiative, and addressing personal issues. Through the “Walking on Bamboo” activity, students learned to navigate obstacles and manage their emotions.

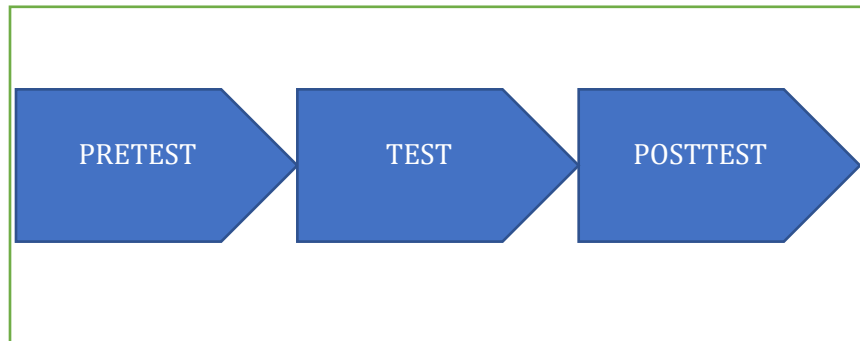
With the first and second activities, the students became increasingly interested in the activities conducted by the researcher. In the third session, a group activity was conducted with the aim of fostering self-development and understanding of teammates. Some students were able to perform the activity well without significant challenges. However, in the fourth session, the swaying ladder activity required students to build self-confidence and enhance self-belief. Initially, no students dared to try, but after some students attempted it and shared their experiences, others became more interested and joined in.

In the fifth meeting, students were required to solve problems as a team with the aim of enabling them to solve problems together effectively. However, in the sixth activity, many students failed to walk across the rope due to the swaying footing and the rope moving with their body movements, making it difficult for them to maintain their balance. Nevertheless,

the more challenging the activity became, the more interested the students were in repeating it until everyone was able to cross. Data description is a detailed account of the data obtained from a study based on the results of tests conducted. This data description is derived from the pretest and posttest results of the experiment conducted. The data description in the study on the effect of outbound activities on confidence is as follows:

**Table 2.** Pretest and posttet

No	NamE	Pre Test	Post Test	No	NamE	Pre Test	Post Test
1	AGR	88	111	16	WY	60	106
2	ANS	65	105	17	WA	63	112
3	BPF	96	108	18	CNH	67	110
4	RR	69	103	19	MA	74	110
5	PA	108	109	20	RAD	90	107
6	TA	76	103	21	KS	87	111
7	BPS	91	110	22	TH	91	108
8	RA	85	108	23	AA	95	107
9	ZF	94	108	24	TNS	97	106
10	SC	111	114	25	NA	100	108
11	PMS	105	110	26	ALB	103	103
12	KWI	83	103	27	MF	99	108
13	CC	68	110	28	WDI	85	110
14	VPM	104	106	29	CT	93	109
15	WU	54	111	30	AR	101	113



**Figure 1.** Research Procedure

(Source: Ginanjar 2021)

## Discussion

The Refling activity, which was the seventh meeting, was a very challenging activity because it involved descending from a height using the equipment provided. However, in this activity, students were required to practice courage and self-confidence, as Refling is an activity that trains the adrenaline. In the eighth meeting, students were required to work together toward a common goal in the water tower activity. After the activity, a final test was conducted, yielding the following data: the average pretest score was 86.73, and the average posttest score was 108.23, with an average increase of 21.5. The t-value was 7.447, and the significance level (Sig) was 0.000. Using the formula  $\text{Sig} < 0.05$ , the data was deemed significant because  $\text{Sig} (0.000) < 0.05$ .

It can be concluded that Outbound activities can influence students' self-confidence. According to research conducted by Simanjuntak (2017), "There was a significant increase in self-confidence after participating in Outbound-based personal social guidance services. During the activity, students gradually became able to identify their potential and maximize their abilities, overcome feelings of shyness or low self-confidence, and control their fears, according to Suryana (2011), "The research results provide a very positive picture of children's self-confidence development. Children's self-confidence increased, as indicated by their courage in taking each step of the Outbound activity, which they initially feared to the point of crying. However, after the second cycle, they became interested and enthusiastic."

From the aspect of self-confidence, students are able to perform and explore their potential, such as being able to overcome their fears and anxieties, reduce nervousness after participating in this activity, and recognize their strengths and weaknesses. Thus, the activities conducted by the researcher are able to enhance self-confidence. In addition to changes in self-confidence, there were also other aspects such as courage, including students being able to perform challenging activities, daring to express their opinions, and daring to accept challenges. This is because the activities implemented by the researcher were not only aimed at improving self-confidence but also at developing other aspects.

There is also the aspect of discipline that emerges as the Outbound activity progresses, such as students being able to line up neatly and follow instructions during each activity.

Outbound activities are games that create or shape students' characters so that they become more confident in themselves and their abilities.

#### **D. CONCLUSION**

Based on the activities conducted, the researcher found that Outbound activities can influence self-confidence in extracurricular students at SMP Negeri 1 Lohbener. In addition to changes in self-confidence, there were also several aspects such as courage and discipline that emerged as the Outbound activities progressed. Each Outbound activity teaches students to be independent, work together, and tolerate their own abilities as well as those of their peers. In this regard, the extracurricular students at SMP Negeri 1 Lohbener were very enthusiastic about every activity conducted by the researcher. Their curiosity about new activities was very high, and they were particularly interested in challenging activities.

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