CHARACTER ESTABLISHMENT THROUGH PHYSICAL EDUCATION

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Abstract

This study aims to determine the impact of learning physical education (Penjas) on the formation of student character in social emotional learning. The ultimate goal of learning physical education is overall personality development, both physical, mental, emotional, social, and spiritual aspects. These aspects are carried out systematically, through participation in physical activity based on health and social norms (values, behavior, fair play, etc.). The method used in this study is an experimental method that will be carried out on UPI Labschool Junior High School students. The instrument that will be used in this research is a social emotional competence instrument that will assess the student's character in terms of self-management, self-awareness, social awareness, relationship skills and responsible decision making. The data will be analyzed through inferential statistics using a comparison test of two averages. There are three outcomes in this research, including 1) Articles published in national journals, 2) Articles contained in international conference proceedings, 3) Intellectual Property Rights. There are two students involved in this research.

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INTRODUCTION

Physical education subjects are compulsory subjects that are carried out in addition to other subjects at school. The Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, states that one of the educational activities that must be carried out is the physical education program. In other words, the study of physical education is one vehicle to achieve educational goals in all components of the national education system. Physical education as one of the sub-systems of education that must be taught in schools has a very central important role in the formation of a complete Indonesian human being. Physical education subjects cannot be separated from other subjects so that they make a positive contribution to the growth and development of students so that general educational goals can be achieved. To achieve the goals of physical education is not an easy thing, one of the requirements is the participation of students in physical education subjects at school. Participation is the participation of a person in an activity to achieve the objectives of the activity. In this case, by participating in physical education subjects, the objectives of physical education itself can be achieved. A person's participation in the physical education learning process can be seen from a good level of attendance, his involvement in learning is quite active, Physical education, sports and health are integral parts of overall education, aiming to develop aspects of physical fitness, movement skills, thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle, and introduction of a clean environment through physical activity. , selected sports and health are planned systematically in order to achieve national education goals Mahendra (2006). The environment in physical education is a tool so that the goals of physical education are achieved, including rhythmic activities, games, aquatics (if possible), life skills in the wild as subject matter for physical education, sports and health, within the scope of life skills in nature. free, educational learning materials outside the classroom with competency standards; practice the basics of exploring in the wild and the values contained therein. Physical education is included in the curriculum in schools so that physical fitness is maintained and beneficial to health and promotes positive emotions such as fun and joy (Lewis et al., 2002; Dudley et al., 2015).

The family is the smallest core of society, it starts from the family that the child receives the first education before continuing to formal education at school, therefore the family will affect the level of child development. Until now no one can deny the importance of education in the family environment for individual development. For this reason, the implementation of education in the family environment must be carried out properly and correctly, because in reality there are still many parents who do not realize that the parenting they apply makes their children feel unnoticed, their freedom is limited, some even feel they are not loved by their parents. These feelings influence their attitudes, ways of thinking, skills and even intelligence. One of the functions of the family is as a liaison for children with social life and social norms which include, lighting, filtering and interpreting into a language that can be understood by children. Thus, children will be able to prepare themselves so that they can place themselves as stable individuals in society and participate in community life.

Various studies show that parenting which is full of warmth with control has a positive effect on children's development and has a positive influence on children's achievement in school, while

parenting that is too harsh and too permissive will hinder children's ability to achieve achievement. So at a glance, parenting will also affect the level of children's participation in an activity, because from several studies it is stated that parenting applied by parents will affect the motivation and achievement of children's learning achievements. One of the factors in achieving these achievements requires the participation of children, it is impossible for this achievement to be achieved if a child does not participate in these activities.

In the context of understanding this phenomenon, it is interesting that Unesco suggested that education must contain three elements: (a) learning to know (learn to know), (b) learning to do (learn to do) and (c) learning to live together (learn to live together). The first and second elements are more focused on forming having, so that human resources have quality in knowledge and skills. The third element is more focused on being towards the formation of national character. Now, that element becomes very important. The generation of a sense of nationalism, which is not towards narrow nationalism; inculcating the ethics of living together, including as a nation and state; understanding human rights correctly, respecting differences of opinion, not imposing will, developing social and environmental sensitivity and so on.

Character is a system of beliefs and habits that direct the actions of an individual. Therefore, if knowledge of a person's character can be known, it can also be seen how the individual will behave in certain conditions. The most important element in the formation of character is the mind, because the mind in which there are all programs formed from life experiences, is the forerunner of everything. Therefore, the mind should get serious attention. So it must be

believed that education is one of the ways to improve the formation of the nation's character. This social emotional competencies (SEC) framework is part of affective education in adolescent individual development and environmental learning can produce broader psychosocial benefits (Berryhill and Prinz, 2003). Social emotional competencies (SEC) are reflected in the knowledge, skills, and attitudes of adolescents to manage thoughts and emotions constructively, manage their actions, and cultivate good relationships (Guerra et al., 2014). Social emotional competencies (SEC) are associated with behavior, academic achievement, better relationships between adolescents and peers as well as mental health (Durlack et al., 2011). Outdoor education (OE) integration of social emotional learning has the potential to facilitate social emotional competencies (SEC) in the short term (Brookes, 2003) or the long term (Barwick, 2004).

METHOD

Research time and place

The research will be conducted at the UPI Softball Field starting from March 2021 to October 2021. Data collection is carried out in the period March and September 2021 and will involve final semester PJKR students.

Research methods

The research is a pre-post experimental design research, which is to get data from Labschool students who participate in a character building program through physical education. The research method is a method taken to obtain data, analyze and conclude research results. For this reason, the role of the use of methods in conducting research is important.

Research subject

The research subjects that will be used in this study are students of SMP Labschool UPI with a random sampling technique that refers to two selection of sampling techniques, namely random selection and random assignment (Johnson & Christensen, 2012; Ali, 2011), this is based on research needs that need facilities and infrastructure in schools that will become research sites, especially infrastructure facilities related to Physical Education learning.

Instrument

The main instrument that will be used to collect data in this study, the first is to obtain data on a character-related questionnaire for junior high school students. Questionnaire of social emotional competencies(SEC)given twice in the pretest and posttest, adapted from the SECQ (social emotional competencies questionnaire) (Zhou & Ee, 2012). Validity testing with a value of 0.90 indicates the suitability of the model is acceptable (Zhou & Ee, 2012). Then the SECQ (social emotional competencies questionnaire) was retested the validity of the language through theoretical validity and face validity by the Language Center of the Indonesian Education University & English Achievement Learning Center (2019) with a conformity value of 0.90 indicating the criteria are very valid and can be used without revision (Kline, 2005).

Design or Data Analysis

The research design used in this study was an experimental design with a True Experiment design with Multiple Treatment and Control with Pretest design (Shadish, Cook & Campbell, 2002). Participants were assigned randomly (randomly selection & randomly assigned) into three types of

intervention (experimental group) and a control group, namely (1) the experimental group would be treated with an outdoor education learning model (2) the control group would be treated with a conventional model.

RESULT

Data on social emotional competencies (SEC) of SMP Labschool UPI students obtained through the social emotional competencies questionnaire (SECQ) on the pretest and posttest in the experimental group and control group, will be used to draw research conclusions according to the research problem, research questions, hypotheses, and research objectives. . To be able to draw research conclusions, the data must be processed and analyzed first. Data processing is carried out based on data processing procedures, consisting of two parts, namely data exposure and hypothesis testing. The data is presented in the data presentation section in the form of averages, standard deviations and the acquisition of the percentage of social emotional competencies (SEC) for students of SMP Labschool UPI.

Data Exposure

The average gain and standard deviation of social emotional competencies (SEC) of students at the time of pretest and posttest in the experimental group and control group are presented in the following table:

Table 1. Average Earnings and Standard Deviation (SECQ)

	Research Group	Pretest /σ	Posttest /σ
SECQ	Experiment	= 5.21 = 0.37	= 5.39 = 0.14
	Control	= 2.07 = 0.28	= 1.92 = 0.38

Based on table 1, it can be seen that the average value of the outdoor education experimental group integrated with social emotional learning and the control group (academic extracurricular learning activities) in social emotional competencies (SEC) get an increase and a decrease in the posttest scores.

In the pretest of the outdoor education experimental group integrated social emotional learning in social emotional competencies (SEC) obtained an average value (π = 5.21) with a standard deviation (σ = 0.37) and increasing during the posttest with an average value (π = 5.39) with a score range of 0.18 and the standard deviation value (σ = 0.14) with a score range of 0.23.

In the pretest of the control group (academic extracurricular learning activities) in social emotional competencies (SEC) the average value (π = 2.07) with a standard deviation (σ = 0.28) and decreased during the posttest with an average value (π = 1.92) with a score range of 0.15 and the standard deviation value (σ = 0.38) with a score range of 0.10.

Table 2. Obtaining Mean and Standard Deviation (Self-Awareness)

SECQ	Research Group	Pretest /σ	Posttest /σ
Self-Awareness	Experiment 1	= 5.21 = 0.32	=5.46 = 0.22
	Control	= 2.11 = 0.44	= 1.90 = 0.49

Based on table 2, it can be seen that the average value of the outdoor education experimental group integrated with social emotional learning and the control group (academic extracurricular learning activities) in the self-awareness competence get an increase and a decrease in the posttest scores.

In the pretest, the outdoor education experimental group integrated social emotional learning in self-Awareness competence, the average value (π = 5.21) with a standard deviation (σ = 0.32) and increasing during the posttest with an average value (π = 5.46) with a score range of 0.25 and the standard deviation value (σ = 0.22) with a score range of 0.10.

In the pretest of the control group (academic extracurricular learning activities) in self-Awareness competence, the average value (π = 2.11) with standard deviation (σ = 0.44) and decreasing at the time of posttest with an average value (π = 1.90) with a score range of 0.21 and the standard deviation value (σ = 0.49) with a score range of 0.05.

Table 3. Average Earnings and Standard Deviation (Social-Awareness)

SECQ	Research Group	Pretest /σ	Posttest /σ
Social-Awareness	Experiment	= 5.13 = 0.42	= 5.25 = 0.19
	Control	= 1.92 = 0.46	= 1.67 = 0.47

Based on table 3, it can be seen that the average value of the outdoor education experimental group integrated with social emotional learning and the control group (academic extracurricular learning activities) in social-awareness competence get an increase and a decrease in the posttest scores.

In the pretest, the outdoor education experimental group integrated social emotional learning in the social-awareness competence obtained an average value (π = 5.13) with a standard deviation (σ = 0.42) and increasing during the posttest with an average value (π = 5.25) with a score range of 0.12 and the standard deviation value (σ = 0.19) with a score range of 0.23.

In the pretest of the control group (academic extracurricular learning activities) in the social-awareness

competence, the average value ($\pi = 1.92$) with standard deviation ($\sigma = 0.46$) decreasing during the posttest with an average value ($\pi = 1.67$) with a score range of 0.25 and the standard deviation value ($\sigma = 0.47$) with a score range of 0.01.

Table 4. Average Earnings and Standard Deviation (Self-Management)

SECQ	Research Group	Pretest /σ	Posttest /σ
Self-Management	Experiment	=5.18 = 0.38	=5.28 = 0.27
	Control	= 2.19 = 0.67	= 1.97 = 0.55

Based on table 4, it can be seen that the average value of the outdoor education experimental group integrated with social emotional learning and the control group (academic extracurricular learning activities) in self-management competence get an increase and a decrease in the posttest scores.

In the pretest, the experimental group wall climbing integrated social emotional learning in self-management competence obtained an average value ($\pi = 5.18$) with a standard deviation ($\sigma = 0.38$) and increasing during the posttest with an average value ($\pi = 5.28$) with a score range of 0.10 and the standard deviation value ($\sigma = 0.27$) with a score range of 0.11.

In the pretest of the control group (academic extracurricular learning activities) in self-management competence, the average value ($\pi = 2.19$) with a standard deviation ($\sigma = 0.67$) and decreasing during the posttest with an average value ($\pi = 1.97$) with a score range of 0.22 and the standard deviation value ($\sigma = 0.55$) with a score range of 0.12.

Table 5. Average Earnings and Standard Deviation (Relationship Management)

SECQ	Research Group	Pretest /σ	Posttest /σ
Relationship Management	Experiment	=5.33 = 0.42	=5.52 = 0.28
	Control	= 2.04 = 0.57	= 1.94 = 0.49

Based on table 5, it can be seen that the average value of the outdoor education experimental group integrated with social emotional learning and the control group (academic extracurricular learning activities) in self-management competence get an increase and a decrease in the posttest scores.

In the pretest of the outdoor education experimental group integrated with social emotional learning in relationship management competence, the average value ($\pi = 5.33$) with a standard deviation ($\sigma = 0.42$) and increasing during the posttest with an average value ($\pi = 5.52$) with a score range of 0.19 and the standard deviation value ($\sigma = 0.28$) with a score range of 0.14.

In the control group pretest (academic extracurricular learning activities) in relationship management competence, the average value ($\pi = 2.04$) with a standard deviation ($\sigma = 0.57$) and decreasing at the posttest with an average value ($\pi = 1.94$) with a score range of 0.10 and the standard deviation value ($\sigma = 0.49$) with a score range of 0.08.

Table 6. Average Obtaining and Standard Deviation (Responsible-Decision Making)

SECQ	Research Group	Pretest /σ	Posttest /σ
Responsible-Decision Making	Experiment	=5.22 = 0.52	=5.45 = 0.23
	Control	= 2.11 = 0.39	= 2.11 = 0.30

Based on table 6, it can be seen that the average value of the experimental group for outdoor education integrated with social emotional learning and the control group (academic extracurricular learning activities) in responsible-decision making competence get an increase, and get a decrease at the posttest score.

In the pretest, the outdoor education experimental group integrated social emotional learning in responsible-decision making competence, the average value ($\pi = 5.22$) with a standard deviation ($\sigma = 0.52$) and increasing during the posttest with an average value ($= 5.45$) with a score range of 0.23 and the standard deviation value ($\sigma = 0.23$) with a score range of 0.29.

In the pretest of the control group (academic extracurricular learning activities) in the responsible-decision making competence, the average value ($\pi = 2.11$) with a standard deviation ($\sigma = 0.39$) decreasing during the posttest with an average value ($= 2.11$) and the standard deviation value ($\sigma = 0.30$) with a score range of 0.09.

Statistical Assumption Test

Statistical assumption test was conducted to test the first to third hypotheses, namely normality test and data homogeneity test. The normality test was carried out on the pretest and posttest data in the outdoor education experimental group (wall climbing was integrated with social emotional learning and the control group (academic extracurricular learning activities.

This is done to determine whether the data is normally distributed or not, so that the use of statistical analysis can be determined. Whether to use parametric statistics (normal data) or non-parametric (abnormal data). Furthermore, the homogeneity test was carried out on the pretest and posttest data in the experimental group (outdoor education integrated with social emotional learning) and the control group (academic extracurricular learning activities). This was done to see if the two groups came from different variances, so the three groups could not be compared.

Normality test

Test of normality (Test of Normality) was carried out using the Kolmogorov Smirnov test at a significance level of = 0.05. Guidelines for making decisions are:
1. If the value of sig. Or the probability value of P < 0.05 (non-normal distribution).
2. If the value of sig. Or the probability value of P > 0.05 (normal distribution). The results are as follows:

Table 7. Normality test

No	Research Group	sig value.	Description
	Kolmogorov Smirnov		
1.	Experiment 1	0.20	Normal
2.	Control	0.20	Normal

From table 4.6 the normality test using the Kolmogorov Smirnov test is a correction of the significance of Liliefors, it is known that, based on the Kolmogorov Smirnov test, it is known that the pretest and posttest social emotional competencies (SEC) data of the experimental group are normally distributed because the sig value. = 0.20 > = 0.05 and the control group is also normally distributed because the sig. = 0.20. The data from the pretest and posttest results from the outdoor education experimental group were integrated with social emotional learning and the control group (academic extracurricular learning activities) sig. Or probability > 0.05 this means that the data from the pretest and posttest results are normally distributed.

Homogeneity Test

Testing the homogeneity of variance using the Levene Test with the decision criteria as follows:

1. If the value of sig. Or the probability value of $P < 0.05$, the data comes from a population that has unequal variance (not homogeneous).
2. If the value of sig. Or the probability value of $P > 0.05$, the data comes from a population that has the same variance (homogeneous). The results of the homogeneity of variance test (Levene Test) are as follows:

Table 8. Homogeneity Test

No.	Test	Value of Sig	Description
1.	Based on Mean	0.60	
2.	Based on Median	0.57	
3.	Based on Median and with Adjusted df	0.57	Homogeneous
4.	Based on Trimmed Mean	0.56	

From the results of the homogeneity test, it is known that there are four (4) results of the homogeneity test of variance, namely: based on mean; based on medians; based on median with adjusted df; and based on trimmed mean. Because the next test will use the average difference test, the results of the homogeneity of variance test used are based on the mean. Based on table 4.8 obtained the value of sig. based on the mean for the social emotional competencies questionnaire (SEC) of students in the outdoor education experimental group integrated with social emotional learning and the control group (academic extracurricular learning activities) of sig. $= 0.60 > = 0.05$, then the variance is homogeneous. Based on the results of the research, it can be concluded that the data are normally distributed and homogeneous, so the test is carried out using parametric statistical analysis.

Hypothesis testing

The average difference test was conducted to determine the differences between the experimental group for outdoor education integrated with social emotional learning and the control group (academic extracurricular learning activities). Data analysis was performed using SPSS statistics. The test was conducted by comparing the average value between the experimental group of outdoor education integrated with social emotional learning and the control group (academic extracurricular learning activities).

From processing through SPSS statistics, several results were obtained, namely Levene's Test for Equality of Variances dividing the column on the assumption of equal variance and unequal variance assumption. First, the test is done by looking for whether the variance of the three groups is the same or not. The stipulation is that if the variances of the three phases are the same, then for the average test, the value used is in the row column assuming the same variance. On the other hand, if the results of the variance testing of the three groups are not the same, then for the average test the numerical value refers to the row column for the assumption that the variance is not the same. For the different test results, the average social emotional competencies of the three groups are experimental group one (1) outdoor education (wall climbing is integrated with social emotional learning), experimental group two (2) outdoor education (wall climbing), and control group (extracurricular learning activities). academic) are listed in table 8.

DISCUSSION

This study discusses the development of social emotional competencies through outdoor education. From the results of data processing and analysis that has been carried out, the results and field findings are as follows:
Based on the results of data processing and analysis, it shows that outdoor education has a significant influence on the development of social emotional competencies.

Findings on Development of Social Emotional Competencies Through Outdoor Education (Wall Climbing Integration of Social Emotional Learning)

In outdoor education integration of social emotional learning, the authors found results that significantly influence the development of social emotional competencies. Other findings when in the field, when students do outdoor education activities, integrate social emotional learning, they look very enthusiastic to take part in these activities. Although at first the students were confused about the outdoor education integration of social emotional learning because they did not know about the activity. But after being explained and then put into practice, they were very happy and enthusiastic. They give each other encouragement, and build good relationships so that they can safely carry out outdoor education activities, integrate social emotional learning, according to the procedures previously stated. In the social emotional competencies questionnaire (SECQ) test, the outdoor education experimental group on the integration of social emotional learning experienced a very significant increase in self-awareness items with an average pretest and posttest score range of 0.25, social-awareness 0.12, self-awareness management 0.10, relationship management 0.19, and responsible-decision making 0.23. The results of this study are in accordance with the results of previous studies that outdoor education integration of social emotional learning can provide benefits to the development of students' social emotional competence.

There are 5 (five) components of social emotional competencies integrated in the outdoor education activities of this study, namely Bridgeland et al., (2013): (a) self-awareness, the ability to accurately recognize one's emotions and thoughts on behavior, one of which is when practicing of belay and climb when the first student (climber) climbs an artificial rock climbing area with a height of 12 meters and the second student (belayer) protects the first student (climber) in such situations and conditions the second student (belayer) must observe every movement of students the first (climber) whether to fall or continue climbing to completion accurately and recognize the emotions of the needs of the first student (climber) starting from the distribution of the rope, lock-system when falling so as not to burden the first student (climber) because of communication between the two students emotionally; (b) social awareness, taking perspective and empathizing with other people from various backgrounds and cultures, ethics and behavior, such as when installing the students work together on security procedures starting from ropes, body protection, security system in the artificial rock climbing area and then help each other when there are difficulties without seeing ethnicity, religion, and race so creating empathy, ethics and good behavior; (c) self-management, the ability to manage one's emotions, thoughts, and behavior effectively in different situations. This includes managing stress, motivating yourself e.g. practice of climbing technique requires many diverse movements simultaneously, when

students perform rhythmic arm and leg movements and manage stress so as not to fall and motivate themselves to perform movements well so that they can complete a climb; (d) relationship management builds and maintains healthy and rewarding relationships with various individuals and groups. This includes communicating clearly, listening actively, working together, in practice of belay procedures prioritizing responsive, accurate and measured responses in every security measure in climbing, when students do belaying build good relationships with students doing climbing starting from observing every movement , communication on climbing needs, among others, the rope groove system through good cooperation so that climbing is successful and safe; (e) responsible-decision making, individuals develop their ability to make constructive choices about personal behavior and social interactions. Implemented in tools checking activity is conditioning equipment before and after climbing so that it can be carried out properly and reduce obstacles and obstacles that occur during the activity later, when students prepare the equipment with their respective groups to plan how the equipment is fully available without a shortage of equipment for climbing, selecting and sorting in a sequential and constructive manner which equipment will be used and which will not be used so that climbing takes place optimally. The students are faced with group dynamics so that they control personal behavior in tools checking and avoid conflict that can harm the students and their group through paripurna social interactions.

Tan (2005) conducted a study to determine the effect of outdoor education (OE) on time management, social competence, task leadership, emotional control, confidence and active initiative. maintained for certain skills and competencies. Jessie and Chew (2014) categorize the benefits of outdoor education through social emotional learning with five (5) social emotional competencies (SEC) consisting of: (a) self-awareness,accurate identification of one's emotions and reasons why one feels that way, understanding of one's strengths and weaknesses; (b) social awareness, thinking from other people's point of view, empathizing with other people's emotions and situations, understanding other people's needs, respecting diversity and respecting others regardless of other people's backgrounds; (c) self-management, controlling one's emotions and behavior. This relates to the ability to handle stress well, be self-motivated and goal-oriented, have good organizational skills and discipline. good self-management also means the ability to get through difficult times in a positive way; (d) relationship management, communicate effectively and manage conflict resolution through effectiveness to others to build and maintain bonds, collaboration and cooperation with team members, and have leadership skills to guide and empower others; (e) responsible-decision making, identifying and analyzing problems or situations effectively. One must weigh the pros and cons of each solution, and take into account the consequences of one's decision. If given a task, one should be able to make a strategy based on one's own strengths and those of others, and to reflect on their performance after completing the task. identify and analyze problems or situations effectively. One must weigh the pros and cons of each solution, and take into account the consequences of one's decision. If given a task, one should be able to make a strategy based on one's own strengths and those of others, and to reflect on their performance after completing the task. identify and analyze problems or situations effectively.

One must weigh the pros and cons of each solution, and take into account the consequences of one's decision. If given a task, one should be able to make a strategy based on one's own strengths and those of others, and to reflect on their performance after completing the task.Outdoor education(OE) with social emotional learning has the potential to facilitate social emotional competencies (SEC) in the short term (Brookes, 2003) or long term (Barwick, 2004).

Findings on the Development of Social Emotional Competencies through academic extracurricular learning activities

In academic extracurricular learning activities, the authors found results that affect the development of social emotional competencies. Other findings when in the field when students carry out academic extracurricular learning activities they look normative in participating in these activities. In the social emotional competencies questionnaire (SECQ) test, the control group (academic extracurricular learning activities) experienced a decrease in self-awareness items with a pretest and posttest mean score range of 0.21, social-awareness 0.25, self-management 0 .22, relationship management 0.10, and responsible-decision making 0.00.

CONCLUSION

This research reveals several conclusions. Social emotional competencies are predictors of affective aspects in outdoor education activities for students of SMP Labschool Universitas Pendidikan Indonesia. The outdoor education program has a high value on the development of social emotional competencies.However, the realization of outdoor education activities (wall climbing) is not enough to be supported only by outdoor education activities, moreover it is only for academic learning activities. However, after being analyzed separately, the integration of social emotional learning in outdoor education activities (wall climbing) is an attribute of a planned structured learning program (intentionally structured) that functions as a driving force to realize actual behavior to be physically active in the development of social emotional competencies which has a strong contribution. and significant based on different test.Regarding social emotional competencies, among the five (5) kinds of competencies, namely self-awareness, social awareness, self-management, relationship management and responsible decision-making. Self-awareness is more dominant among students of SMP Labschool Universitas Pendidikan Indonesia, compared to social awareness,self-management, relationship management and responsible decision making.These five kinds of competencies are significantly different. This means that students' involvement in outdoor education activities is driven more by planned structured learning programs.

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