



## Literature Review: Physical Activity In Elementary School Students' Outdoor Educational Learning

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### Abstract

Outdoor education is an activity outside the school which is an activity outside the classroom. Such as playing in the school environment, parks, camping, and others. However, outdoor education does not just move lessons out of the classroom, but is carried out by inviting students to unite with nature and carry out activities that lead to the realization of changes in students' behavior towards the surrounding environment through the stages of awareness, understanding, responsibility, and behavior. The purpose of this study was to be able to examine the effect of outdoor education on the physical activity of students in elementary schools. The writing of this scientific article uses the literature review research method which originally came from 581 literature sources and then reviewed into 16 literature taken from two databases (Google Scholar and PubMed) which show physical activity and outdoor education. The results showed that every student with high physical activity had a good level of fitness. Students who do a lot of physical activity will get better physical fitness. It can be concluded that both learning activities outside the classroom have a significant positive impact, with learning outside the classroom focusing on academic development and a holistic learning experience, while physical activity focuses on physical health and individual well being.



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## INTRODUCTION

Outdoor education at this time still follows the basic guidelines of outdoor adventure education through direct involvement with the surrounding natural environment. This definition includes environmental education that is carried out outdoors and adventure education that uses a lot of media in carrying out activities in the open. In essence, outdoor education provides an educational concept that is different from today, which is still based on a class or school setting. Thus students can learn more based on the experiences they experience so that they can reach more learning domains which are the focus of education universally. Outdoor education has the meaning of improving the curriculum through outdoor experiences. Outdoor education is simply a learning climate that offers opportunities for hands-on experience in identifying and solving real problems, to acquire skills that can be useful for everyday life, to gain concepts and insights about natural and human resources, and to get us reconnected with aspects of life. Outdoor education should be seen in relation to the needs of the community where the local education is held. A number of social influences in today's culture have provided the backdrop that has given impetus to both indoor and outdoor education.

Outdoor education is an activity outside the school which is an activity outside the classroom. Enjoy playing in a school environment, park, camping and other places. However, outdoor education is not simply about transferring lessons outside of the classroom, but is achieved by inviting students to unite with nature and engage in activities that lead to life-changing achievement. , students' behavior towards the surrounding environment through the stages of awareness, understanding of responsibility, and behavior. In essence,

outdoor education provides another learning concept which is currently still based on class (Yani, 2021). Nature as a learning medium is a solution when there is saturation of the educational methodology in the classroom. Thus, students can learn more based on the experiences they experience so that they can reach more learning domains which are the focus of education in general (Yani, 2021). Open nature education can replace conventional educational processes (which are carried out in classrooms/rooms) which have been carried out massively so far. As a result, this educational model is more oriented to quantitative values, not to the process of deeper recognition of knowledge sources (Yuliarto, 2016). According to Husamah in the Journal of Outdoor Learning Methods (Ansori.2015), explained that outdoor education can be interpreted as education that takes place outside the classroom which involves experiences that require student participation to take part in adventure challenges that form the basis of outdoor activities. In addition, outdoor education can also be interpreted as education that takes place involving experience and requires student participation to take part in adventurous challenges that form the basis of outdoor activities. This education contains philosophy, theory, and practice from experience and environmental education (Puspita, 2018). Outdoor education aims to enable students to adapt to the environment and the surrounding nature, and to know the importance of skills and experience of living in the environment and the surrounding nature, and to have an appreciation for the environment and the natural surroundings.

Outdoor education has a positive impact on improving physical abilities in the body, social relationships, and well-being (Nielsen et al, 2020). Meanwhile, according to Cottrell (2020), outdoor

education has a positive effect on improving aspects of self-esteem, namely; achievement, physical endurance, emotional self-esteem, social, and body fitness and coordination. Students are considered wrong if they have behavior, character and creativity that are not in accordance with the personal perspective of the teacher. Education in nature uses a methodology that departs from experience (experiential learning). Outdoor education is expected to be used as a leadership development activity for a student, as well as personality development so that it can generate self-awareness to make positive changes to be able to adapt to the surrounding environment (Yuliarto, 2016).

Outside class activities can be in the form of games, stories, sports, experiments, competitions, and environmental actions (Yuliarto, 2016). According to Palavan et al (2016), outdoor education focuses on direct learning experiments in real-life environments through the senses, for example through visual (vision), auditory, and tactile means (the tactile value of the surface of an object so that the texture of objects can be known), increasing student learning and knowledge retention as a result. Learning activities carried out directly through nature and the surrounding environment will stimulate students to actively explore their own experiences, they learn not just theory and abstract images, but they experience and interact directly with what they learn, so that learning activities become more fun (Ansori. 2015). In outdoor education, there must be physical activity from students to carry out activities outside the classroom, because children will become more physically active when they are outdoors. When outside, children have more space to enjoy their physical activities surrounded by nature. Plus, children have the opportunity to take risks and become confident explorers while satisfying their need for

challenge and excitement. (Yuliatiningsih, 2018). Physical activity is very important for the overall growth and development of children Burhaein (2017). What's more, today's children are focused on online games on their gadgets, so that it has a direct impact on the decrease in physical activity they experience, coupled with the condition of the Covid-19 case which exacerbates the child's physical activity. In fact, physical activity brings many benefits to the child's own health. Based on recommendations K. Kesehatan. (2018) Regarding physical activity for health, children and adolescents should get at least 60 minutes of moderate to vigorous intensity physical activity each day. However, the results of objective measurements using accelerometer (Tammelin, T., Kulmala, J., Hakonen, H., & Kallio, J. (2010), 49% of Primary students achieve at least 1 hour of the recommended moderate to vigorous intensity physical activity per day, and an average of 22 minutes (one third of children's daily moderate to vigorous intensity physical activity) occurs during the school day. So, children spend their day sedentary, both during school hours and outside of school hours. Therefore, schools must increase the awareness of their educators about the benefits of reducing sitting time for children (Ellis, Y. G., Cliff, D. P., & Okely, A. D. 2018). Because schools have an important role to play and can increase activity levels by encouraging physical activity during recess, and integrating physical activity into academic lessons Orłowski et al (2013).

In the Journal of Social Intelligence Development Through Outdoor Education Learning Methods in Physical Education by Nasution, N. S. (2018), that physical activity has an educational nuance that can be done in the open can touch three realms of education at once, viz; Cognitive, Affective, and Psychomotor. In order to

obtain knowledge, skills and values related to physical activity in the open. Outside class activities can be in the form of games, stories, sports, experiments, competitions, and environmental actions (Yuliarto, 2016) so that students can feel happy and happy. That way, students are able to develop their potential and self-confidence. When planned and implemented properly, learning outside the classroom makes a significant contribution to improving student personality, social intelligence and emotional management. Waite (2010) also noted a decline in the provision of outdoor education opportunities in primary schools and argued that the curriculum's focus on core subjects created pressure on a broader curriculum and that fun learning was less popular than hands-on learning. Therefore, parents suggest that public institutions, such as schools, take a more active role in increasing children's opportunities to enjoy nature Skar et al (2016).

## METHODS

This study uses a research method with a type of literature study in which the writing explores the literature through various journals, theoretical references that are relevant to the research topic which begins with searching, analyzing, and then concluding in order to strengthen the analysis carried out. analyzed according to the title using data on Google Scholar and PubMed with the keywords physical activity, outdoor education, outdoor education, outdoor activity, and physical activity. Where this article is taken from a journal published from 2013 to 2022.

## RESULT

Based on a review of articles that have been carried out with the title Physical Activity in Elementary School

Outdoor Education Learning, the results obtained are that there is a significant influence when physical activity and learning activities outside the classroom are carried out, especially if the activities are carried out professionally, then these activities will be much more beneficial for children. Learning activities outside the classroom and physical activities have many positive elements in the learning received by students. Learning outside the classroom can develop learning experiences well and have a positive effect on one's attitudes and behavior with nature, so that a child can learn through personal experience, habits, and their cultural background.

## DISCUSSION

### Physical Activity

Physical activity has been an important function in human life since ancient times. Initially, physical activity was used for hunting, walking, and running to meet the need for food and protect oneself from danger. Furthermore, humans began to use physical activity for gardening and farming to meet food needs. However, with the progress of time and the use of modes of transportation, human physical activity tends to decrease directly. Physical activity has many health benefits, especially for children. The more children are physically active, the greater the health benefits Khomaeny et al, (2020). Regular physical activity also plays a role in improving one's psychological health by reducing levels of stress, anxiety, and depression (Welis & Rifki (2013). Physical activity involves biochemical and biomechanical processes and can be distinguished by type and intensity. While the terms "physical activity" and "exercise" are often used interchangeably, there is a difference between the two. Physical activity covers more activities that involve body movement, while sport

refers to physical activity that is planned, structured, and aims to improve physical fitness and achievement (Mulyantini, 2014). It is important for children and adolescents to increase their level of physical activity. This requires a strategy involving schools, public health, and medical professionals (Liu et al, 2015). Physical activity also plays a role in complex processes involving the development, learning, and assimilation of skills, values, norms, self-perception, and identity (Riyanto & Mudian, 2019).

Children should do physical activities outdoors because they have more space to move and can enjoy the nature around them (Khomaeny et al, 2020). However, if you are forced to do activities indoors, there are potential solutions to reduce sitting time, such as moving around during movement breaks, adjusting table positions, transitioning between activities, moving key facilities to promote movement, and integrating movement during activities (Ellis et al, 2018). Child development includes changes in various aspects, including physical (motor), cognitive, and psychosocial (Leonardo, A., & Komaini, A. 2021). When children experience good physical development, they can develop physical skills and explore their environment without the help of others. (Burhaein, 2017). States that Physical activity is very important for the overall growth and development of children. Elementary school-age children need to carry out physical activities in accordance with the characteristics and principles of growth and development in their respective age ranges. Physical activity is divided into three categories based on intensity and calories used: light, moderate and vigorous. Government recommendations include hiking, periodic physical fitness tests, and education about the importance of physical activity for 150 minutes each week. Children's abilities are different, and it is important to provide a

stimulus so that they improve their abilities and have provisions for their future (Ramdani, L. A., & Azizah, N. (2019). To develop motor skills, children need to do a variety of physical activities, including involving large muscles, singing and moving, and practicing locomotor and non-locomotor skills (Anggraini, L., & Mexitalia, M. (2014). According to Nguyen, J., & Brymer, E. (2018), outdoor physical activity has positive benefits for psychological health, such as increasing happiness, mood, and self-esteem, as well as reducing stress. It is also important to pay attention to air quality in outdoor physical activities, because it affects the health of the body (Morawska et al, 2018). To guide children to be physically active, children's education must involve learning appropriate skills, appropriate learning practices, creating a positive and safe environment, and an inclusive curriculum based on movement concepts and skill themes (Burhaein, 2017).

### **Outdoor Education in Physical Education**

Education in the current era continues to experience development in line with human progress and the times. Each period of the Minister of Education in Indonesia marks a change in the curriculum, showing that education must be adaptive to the dynamics of the times (Yani, A. 2021). However, this change also indicates that an education system that is suitable for the educational paradigm in Indonesia has not yet been found. Currently, learning still tends to focus on cognitive abilities and uses quantitative assessments in the form of numbers in report cards and Grade Point Average (GPA) in Higher Education. However, education should not only be judged by the value of numbers alone. Albert Einstein once stated that every individual has different qualities of intelligence, understanding, and

knowledge. Therefore, it is important to provide a holistic, fair and balanced assessment of students' abilities. Each learning domain must be given its own assessment so that students can develop as a whole.

One learning approach that can support the holistic development of students is outdoor education. Outdoor education utilizes the environment around the school as a source of learning and presents outdoor activities as a medium of learning. In outdoor education, students can experience learning based on direct experience, thus covering various learning domains. Outdoor education has the main goal of creating an environment where students are active and learn through action and use different senses (Yildirim, & Çalışkan, (2022). This can increase physical endurance, self-esteem, self-confidence, and reduce stress levels in students. The benefits of outdoor education do not only focus on cognitive aspects, but also affective and social/interpersonal (Harris & Bilton, 2019). In implementing outdoor education, the role of the teacher is very important. According to [3], Teachers must motivate students to study biology material through the context in the surrounding environment. In addition, teachers can invite students to carry out direct investigations in nature and present findings. The learning process outside the classroom also needs to be supported by learning reflection and assessment that focuses on student progress.

Education outside the classroom provides opportunities for students to develop various skills and positive characters such as creativity, responsibility, teamwork, discipline, honesty, and self-motivation (Rahmansyah, 2022). The close interaction between humans and the natural environment also shapes the

perspective and character of a child. Therefore, character education is also an important aspect of outdoor education.

This approach to learning outside the classroom is attractive to students because they can experience learning that is more meaningful and interesting. According to Ronkainen et al. (2021), they can explore new things that they cannot experience in the classroom. Studying in nature also helps students connect theory with reality, so that their understanding becomes deeper. It is important for education in Indonesia to continue to develop inclusive and adaptive learning methods. Learning outside the classroom is one way to achieve this goal. In its implementation, support from all parties is needed, both teachers, students, and the government. With a holistic and experience-based learning approach, it is hoped that education in Indonesia can be more effective in producing a generation that is cognitively, affectively, and socially intelligent.

In facing future challenges and dynamics, education must continue to innovate and adapt. Changes in the curriculum and educational paradigm must always be accompanied by continuous evaluation and improvement. That way, education in Indonesia can continue to develop and produce graduates who are ready to face various changes and challenges in life. All parties must synergize and work together to achieve the vision of a better and quality education. In today's digital era, technology can also be a supporter in education. Technology integration in the learning process can help enrich student learning experiences and open access to various sources of information. However, technology must also be used wisely and responsibly, so that it maintains the essence of quality education and is

oriented towards the development of students as a whole.

### **Characteristics of Elementary School Students**

Elementary school-age children have the characteristics of critical thinking and extraordinary curiosity. They like to play, move, do activities in groups, and do hands-on practice (Burhaein, 2017). Educators must understand these characteristics to provide appropriate learning. The first characteristic is that elementary school children like to play. Playing is natural for them, and educators can use playing models in learning with material in the form of games. The second characteristic is that elementary school children like to move. They don't feel comfortable sitting for hours, so learning must be dynamic and interesting so that children's interest in movement is high. The third characteristic is that elementary school children like to do activities in groups. Learning can use a group task model that involves movement and cognitive activities to complete tasks together. The fourth characteristic is that elementary school children like hands-on practice. Direct learning experience is important for them, so learning classical theory is not always necessary. In the context of the Merdeka curriculum, focusing on simple and in-depth material can provide an advantage in learning. Relevant research by Nasution (2018) states that outdoor education is important in the development of social intelligence and student character. The outdoor learning process can use game media that contains a philosophy of building self-character. Research by Burhaein, (2017) emphasizes that physical activity must be adapted to the child's physical and emotional growth, to influence physical growth and emotional development optimally.

Research by Leonardo & Komaini, (2021) shows that the relationship between physical activity and children's motor skills is interrelated. Balanced physical activity will have an impact on the development of body motor movements. Research by Mukaromah, (2020) states that interacting with nature can shape children's character, such as unique calistung skills through direct experience with flora and fauna. This summary underlines the importance of understanding the characteristics of elementary school students and providing learning according to their interests, as well as utilizing the natural environment to shape children's character and skills.

### **CONCLUSION**

Based on the explanations that have been presented, it can be concluded that both learning activities outside the classroom have a significant positive impact, with learning outside the classroom focusing on academic development and a holistic learning experience, while physical activity focuses on physical health and individual well-being. Both can be an important part of a comprehensive education and efforts to achieve optimal development both academically and physically.

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